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ABSTRACT

The purpose of this practicum was to change the grading policy in the San Juan Unified School District (California) through a two-state process. The first stage was to change the traditional ABCDF grading system to a three-scale grading system in one high school, one intermediate school, and six elementary schools serving the same attendance area. The change was accomplished with some variations in the three-scale grading system and with the high school using both systems. The second stage was to focus on the grading controversy on a districtwide basis by involving the San Juan Teachers Association to negotiate with the Board of Education for a district task force to study the grading practice at all grade levels throughout the district. The results of the study provided the rationale for a recommendation to change the present grading policy. A new policy was adopted by the Board of Education in March 1975. (Author)

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AN ALTERNATIVE TO THE TRADITIONAL GRADING SYSTEM

by

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Submitted in partial fulfillment of the requirements for
the degree of Doctor of Education, Nova University

Sacramento Cluster
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ABSTRACT

The purpose of this practicum was to change the grading policy in the San Juan Unified School District through a two stage process. The first stage was to change the traditional ABCDF grading system to a three scale grading system in one high school, one intermediate school, and six elementary schools serving the same attendance area. The change was accomplished with some variations in the three scale grading system and with the high school using both systems.

The second stage was to focus on the grading controversy on a district wide basis by involving the San Juan Teachers Association to negotiate with the Board of Education for a district task force to study the grading practice at all grade levels throughout the district. The results of the study provided the rationale for a recommendation to change the present grading policy. A new policy was adopted by the Board of Education in March 1975.

INTRODUCTION

In 1960 the San Juan Unified School District was formed through the unification of five elementary school districts and one high school district. The district is located in a suburban area northeast of Sacramento, California and is bordered on the south by the American River and on the east by Folsom, California. It covers approximately 75 square miles and contains primarily private residences, shopping centers, and supermarkets. It s population is significantly white, middle socio-economic level with approximately eight percent Blacks, Chicanos, and Asians who have in the last five to ten years moved into the area. However, the district contains "pocket areas" of the extremes in the spectrum of socio-economic development. There are several depressed areas and several extremely wealthy areas.

The San Juan Unified School District has been identified as the seventh largest school district in the state of California with a little more than 52,000 kindergarten through twelfth grade students. In 1960 a survey was made of the community to determine a system to report student progress to the parents. The response was for an ABCDF report card. The student's academic status, first through twelfth grade, was to be graded in comparison to other children of same grade level. This policy tends to encourage students with high scholastic ability and discourage students with low scholastic ability. It is a contradiction to a very basic philosophy in education that tends to provide learning opportunities [illegible]r all children regardless of his station in life.

The revision of the grading policy is the result of changes in the grading system initiated in an intermediate school and transmitted within a period of three years to a half dozen elementary schools and a high school serving the same attendance area. Not to be contained, changes in the grading system began to appear, thereafter, throughout the district.

As a result of negotiations between the San Juan Teachers Association and the Board of Education, a task force was organized to examine the grading practices throughout the district, review current literature, and recommend viable alternatives to the Board of Education.

CHAPTER I

STATEMENT OF THE PROBLEM

The traditional grading system which rewards and encourages students with high scholastic ability and condemns and discourages students with low scholastic ability is inconsistent and a contradiction to a very basic philosophy accepted in public education and produces a variety of effects that are detrimental to the welfare of the student:

- Students have a tendency to believe that the aim of education is getting good grades and, therefore, the important end that education provides.
- Educators contribute to this belief when the motivation is to attain good grades.
- The pressure for high grades result in cheating and dishonesty to circumvent competitive demands.
- There is a debilitating impact on students who chronically fail when measured against a standard they cannot meet.

PURPOSE OF STUDY

To implement an alternative grading system in several schools so that a rationale could be developed to change the district grading policy.

REVIEW OF THE LITERATURE

The Accuracy of Grades

Several studies dealt with grades in terms of their accuracy because of the subjectivity of the individual issuing the grades. Adams[1] investigated the level of behavior or performance that would warrant a failing grade and concluded that teachers indicated innumerable criteria ranging from such non-measurable points as "student shows no interest" to "being absent too much" or "not meeting specific academic standards". The study revealed that specific criteria were rare and that arbitrary factors were constantly used to justify failing grades. Yet, while the criteria may be arbitrary and may change with time, the "failing grades" remain permanently on the student's record.

While there are many factors which might influence how a teacher grades his students' work at any point in time, Dexter[2] suggests that one of the most obvious is the fatigue variable. His study revealed that teachers respond to fatigue and time pressure in different ways. Some tend to become more lenient, while others become increasingly particular. Hence, the conditions for fair grading seldom exist.

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[1] W. L. Adams, "Why Teachers Say They Fail Pupils", Educational Administration and Supervision, 18, March 1932, 594.

[2] E. S. Dexter, "The Effect of Fatigue or Boredom on Teachers' Marks", Journal of Educational Research, 28, February 1935, 664.

Two hundred and six lower division instructors at San Diego State College revealed a great discrepancy in the standards they used in grading. Kirby[3] reported that the media grade of these instructors ranged from 1.82 (C) to 3.88 (A). A similarly wide range was also discovered among upper division instructors as well.

Because too many extraneous "other things" are brought into the grading process, grades seldom if ever represent an easily identifiable level of performance. In a study by Rosenthal and Jacobsen,[4] all children in four California elementary schools were administered an ordinary intelligence test at the beginning of the school year. Teachers were informed that the tests were designated to reveal students who would show substantial IQ gains during the coming school year. Ten children were selected at random from each class in the four elementary schools and their teachers informed that these ten children had done especially well on the test. Using these children as the experimental group and all of the other children as the control group, an intelligence test given at the end of the year revealed that the children in the experimental group in kindergarten, first, second, and third grades showed significant gains in IQ when compared with the children in the control group. The study also revealed that the teachers tended to rate the experimental group children higher in such areas as cooperativeness, interest, school affairs, and social adjustment. The teachers' expectations contributed to these differences. The perceived results of the first test scores stimulated behaviors on the part of the teachers, and eventually on the part of the "favored" students (the experimental group), resulting in the performance discrepancy.

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[3] B. C. Kirby, "Three Error Sources in College Grades", Journal of Experimental Education, 31, 1962, 213.

[4] R. Rosenthal and L. Jacobsen, Pygmalion in the Classroom: Self Fulfilling Prophecies and Teacher Expectations, New York: Holt, Rinehart and Winston, 1969.

Once again, the problem of grading in another situation shows that the stimulus affecting the teachers' behavior may come from a variety of sources:

- Comments from other teachers
- Last year's report card

- The color of the student's skin
- The way a student grooms himself
- The way a student speaks or handles the English language

The question is can one identify all the variables which are impinging upon the teacher, and to what degree do these variables influence the grading process?

In another experiment, Starch and Elliott[5] designated three simple studies to determine the degree to which the grading standards of teachers were influences by their own personal values and expectations. The first experiment was conducted in English and resulted in a range of 39 points. Critics of the experiment argued that there were too many subjective elements to expect high reliability and suggested that the authors use the same experiment in mathematics or science. The authors agreed and to their astonishment the experiment resulted in even a wider range of scores. By taking a single high school geometry paper and having copies sent to 180 teachers to be graded on the basis of 100 points, with 75 being a passing mark, comparisons could be made in terms of actual acores and criteria among all the responding teachers. In grading the geometry paper two teachers scored the paper in the 38-42 range, and eight teachers scored it in the 83-87 range. Instead of greater reliability, there was even less. The more "objective subject matter" seemed even more vulnerable to varying standards than either English or history. It was found that some teachers marked off for neatness, organization, and not showing calculations. Others gave points for partially correct responses or didn't mark off if the method was correct and the actual answer slightly wrong. The variables were innumerable. Most important, it was discovered in each of the three areas that the variability in grading is not a function of the subject, but rather it appears to be a function of the grader and the method of the examination. These experiments were a landmark in casting doubt upon the reliability of testing and grading procedures.

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[5] Daniel Starch and Edward Elliott, "Reliability of the Grading of High School Work in English, Mathematics and History", School Review, 20 and 21, 1912 amd 1913, 442 and 676.

A study at Temple University found a large variability in grades distributed among the different colleges in the University. Similarly grades differed dramatically between departments in the same college as well as instructors in the same department.[6] For example, in the College of Education, 82% of the 385 students taking a beginning course in Education were given A or B grades. Only 2% received D or F grades. On the other hand, in the College of Liberal Arts over 30% received a D or F grade in a similar introductory course. Even more striking is the variance in grades of different professors teaching the same course illustrated in Table 1. In an introductory course within the College of Liberal Arts, 514 students were randomly sectioned. Taking all the sections, 32% of the students received A or B grades and 38% received D or F grades. However, an interesting comparison between the grades distributed by instructor X's section and those distributed by instructor Y's section. Instructor X issued no A grades, 3% B grades, 21% D grades and 47% F grades. On the other hand, instructor Y issued 23% A grades, 30% B grades, 7% D grades, and no F grades.

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[6] Ad Hoc Committee, "Report of the College of Education on Grading System", Temple University: Philadelphia: 1968, 41.

TABLE 1

Course N = 514	A's 57=11%	B's 106=20.6%	C's 151=29.3%	D's 113=21.9%	F's 87=17%
Instructor X N = 34	0=0%	1=2.9%	10=29.4%	7=20.5%	16=47%
Instructor Y N = 30	7=23.3%	9=30%	12=40%	2=6.6%	0=0%

Variance in grading by two college professors

If a student by chance drew instructor X, he would be in the most demanding section with no chance of receiving an A or B grade. Sixty-seven percent of these students could expect a less than satisfactory grade. In contrast, 80% of instructor Y's students could reasonably expect to pass with a satisfactory grade. There is no doubt that both instructors were using very different grading standards and very likely different procedures. Where the student is concerned, this could mean the difference between the Dean's List and no recognition or between probation and failure. This example is undoubtedly repeated many times in the same institution and a hundred times throughout the country. The question is not whether grades can be more equitable or more reliable. The fact is that grades are not reliable nor a valid indication of a students level of performance. Since the pattern has not changed in the last half century, it may suggest that changes should be considered.

The Relationship of Grades to Non-Intellectual Variables

A number of experiments and studies have been conducted relating to grades and their relationship to non-intellectual variables. In a study to determine levels of aspiration, Child and

Whiting[7] drew the following conclusions:

- That success leads to rising levels of aspiration and failure to more unrealistic levels of aspiration--usually too low, but sometimes too high;
- That the stronger the level of success experienced by the individual, the greater his increased level of expectation and the greater his chances of achieving this level of aspiration;
- That a shift in a student's level of aspiration usually signifies a change in his confidence level in achieving his goal;
- That perceived failure will usually lead to a withdrawal from goal-seeking behavior which leads to new failure.

The problem in the educational system is that reward and failure revolves around grades. Those students who need the encouragement the most and need to be involved to the highest degree are the very ones experiencing failure through grades. Occasional failure is not bad, but a destructive cycle as is the case with many students in the public school system is.

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[7] Child and Whiting, "Determinants of Level of Aspiration: Evidence from Everyday Life", Journal of Abnormal Psychology, 44, 1949, 303.

Holland's[8] study suggests that personality traits which describe individuals characterized as "creative" tend to be significantly different from the personality traits recognized in "achievers". Thus, the highly grade-conscious achiever tends to be less willing to take risks, more subject to group standards and pressures, less dominating, more persistent and has a stronger superego, among other things. This study raises two questions: (1) what type of student do the schools desire to develop, and (2) are grades, in fact, not restricting what appears to be acceptable behavior?

Knowlton and Hamerlynck[9] studied cheating that exists in the colleges and universities. Their study is particularly interesting since the subjects were drawn from both rural and urban universities. They indicated that no fewer than 81% of the students involved in the study admitted cheating in college, and 46% admitted cheating that very semester. At least 40% said they cheated in some form or another rather regularly. The results of this study throws serious doubts on the validity of the grading process as it presently exists in the colleges and universities.

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[8] J. Holland, "Prediction of College Grades from Personality and Aptitude Variables", Journal of Educational Psychology, 51, 1960, 254.

[9] James Knowlton and Leo Hamerlynck, "Cheating Among College Students", Journal of Educational Psychology, 21, December 1967, 379.

In another study, the author covers a broad spectrum of grading issues and challenges at the university level to explore new alternatives to the grading process. Miller[10] gathered much of his information as a result of the comprehensive study of grading at the University of California at Berkeley. As a result of his study, he strongly emphasizes the low correlation between grades and creativity. He states, "It seems clear that the grading system, at all levels including the graduate one, tends to reward the conforming plodder and to penalize the imaginative student who is likely to make a significant contribution to nearly any field. It is obvious that the discouragement and neglect that creative students tend to receive are only expressed in grades. The causes of the problem. . . lie deeper within our education structure."

Beeman Phillips'[11] study indicated that anxiety lowered grades of middle ability students while an anxiety producing condition actually increased the grades of high ability students. He states that while both groups were anxious, the high ability group was simply able to mobilize its resources under stress better than the other group. Again, those who might "need" success the most are least able to achieve it.

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[10] Stuart Miller, Measure, Number, and Weight: A Polemical Statement of the College Grading Problem, University of Michigan, Ann Arbor: Center of Research and Learning, 1967, 20-21.

[11] Beeman Phillips, "Sex, Social Class and Anxiety as Sources of Variation in School Anxiety", Journal of Educational Psychology, 53 March 1962, 316.

In a study by Shaw and McCuen,[12] a wide range of variables are examined which seem to influence the beginning of poor achievement by previously successful students. As a result of their study, the authors concluded that a student achieving success will rarely lose interest or motivation unless he is impacted by a traumatic experience. A child who is achieving poorly is not so certain of continuing poor performance, although it is clear that failure usually leads to withdrawal or acting out behaviors, and that this cycle becomes self-generating and very difficult to break. An academic-grading system requires performance for success. Many failing students are not capable of achieving under emotional stress. It is difficult to provide alternative rewards when the grade is perceived as the one legitimate reward of the system.

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[12] M. C. Shaw and J. T. McCuen, "The On Set of Academic Underachievement in Bright Children", Journal of Educational Psychology, 51, April 1960, 103.

Grades as a Predictor of Academic and Occupational Performance

An extensive review of research studies suggests that there is virtually no positive correlation between grades and future success in the real world of work. Grades just do not seem to be valid predictors of future accomplishment in the great majority of cases.[13]

Martin and Pacheres[14] suggest that even in the highly specific skill fields such as engineering, there is little relationship between grades and eventual success. In their study they found that there was not even a relationship between grades and on-the-job-salaries. A report submitted to the United States Office of Education in Washington D. C. by Prince and Taylor[15] regarding the grades doctors attained in medical school showed a slight relationship to early success in the field, but over the long run, no relationship was found between medical school grades and a list of 24 performance characteristics of physicians.

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[13] Donald P. Hoyt, The Relationship Between College Grades and Adult Achievement, ACT Research Report No. 7 Iowa City: American College Testing Program, 1965.

[14] R. A. Martin and J. Pacheres, "Good Scholars Are Not Always the Best", Business Week, February 24, 1962. Pp. 77-78.

[15] B. P. Prince, C. W. Taylor, J. M. Richards, and T. L. Jacobsen, "Performance Measure of Physicians", Degrading Education, A Report to the U.S. Office of Education, 1969.

In the 1930's college entrance requirements were so rigid that for all intent and purpose they dictated the curriculum of the secondary schools if their students were to have the opportunity for admissions. Innovations under such conditions were extremely difficult. However, it was during this period that one of the most extensive experiments in education was designed to determine whether, in fact, students who did not experience the rigid curricular program could succeed in college and compete on an equal basis with students trained in a more formalized program.

The eight-year study[16] focused on nearly 1500 high school seniors who were allowed entrance into college, not on the basis of any particular unit pattern, content, or grades, but rather based on the recommendations of their principals and other non-curricular requirements of the college of their choice. In 1932, 300 colleges agreed that students from 30 high schools would be set free of traditional academic requirements. The experimental student group was matched with non-participating students according to sex, race, age, religious affiliations, size and type of secondary school, geographic location, socio-economic background, family interests and scholastic aptitude. It was one of the most carefully controlled experiments ever created. The results indicated that the experimental group did as well or better than the matched control group undertaking the more traditional program and being directed by grades and particular unit programs. As far as college grades, honors, or extra-curricular participation were concerned, there were no significant differences between the two groups. In terms of being perceived as more intellectually curious, more objective in their thinking, more appreciative of the arts, and more resourceful in meeting new situations, the experimental group did slightly better. This study clearly substantiated that the experimental group without the rigid grading and subject orientation were as well or better prepared for college. The graduates of the experimental group earned grades which were slightly higher (consistently so) than those in the comparison group. It was thought that they would not earn as high grades in college since they had been taught to study in terms of interest and not in relation to competitive grades. When the data for all the entering classes over all the years of the experiment were compared, the differences in favor of the experimental group had a high level of significance.[17] The probability that the differences in favor of the experimental group are due to chance was less than one in a million.[18]

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[16] Dean Chamberlin, Enid Straw Champerlin, Neal E. Drought, and William E. Scott, Adventures in American Education: Did They Succeed in College? New York: Harper and Brothers, 1942.

Marks and Marking Systems

A mark is defined as (1) a single summary symbol, (2) covering achievement in some substantial segment of the educational enterprise, (3) given by an instructor, (4) for purpose of record and report.[19] It is distinguished from a score on a specific test or exercise. A score expresses performance on one defined and delimited task such as a recitation, a paper or an examination. A mark is usually derived, at least in part, from a set of scores. Sometimes scores are combined by a set of arithmetical procedures, but the combination is often somewhat intuitive and tempered in greater or less degree subjectively by the instructor.

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[17] Chamberlin, loc. cit.

[18] Ibid.

[19] "Marks and Marking Systems", Encyclopedia of Educational Research, Toronto: MacMillan Company, 1969, 4th edition, p. 759.

A mark is different from a standardized test or external examination in that it is given by a teacher.

A mark has the character of being a permanent record, made to be retained and reported to student, parent, schools, and other agencies.

The most common marking system used in public education appears to be the system based on A, B, C, D, and F with or without the modifiers plus or minus.[20]

The most fundamental question that can be and is asked about marks is whether they should in fact be used at all.[21] Should a single summarizing symbol indicating the teacher's appraisal of the quality of a student's performance in a segment of the educational enterprise be made a matter of lasting record and communicated to the student or his parents and possibly to other agencies?

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[20] Howard Dolman and K. E. Michael, "What are Some New Trends in Reporting Student Growth and Achievement to Parents?", National Association of Secondary School Principals, 44, 1960, 146.

[21] John Goodlad and Robert Anderson, The Nongraded Elementary School, New York: Harcourt, Inc., 1963, p. 248.

CHAPTER II

METHODOLOGY -- THE FIRST STAGE

The practicum is designed with emphasis on two stages commencing during the 1972-73 school year and concluding during the 1974-75 school year. The first stage proposed a change of the traditional ABCDF grading system in one high school, one intermediate school and six elementary schools. The initial impetus to change the grading system began in 1969 with a pass/fail grading system at Winston Churchill Intermediate School where the writer is the principal. The grading system evolved to an APU system and was adopted by the Board of Education in 1972. By utilizing the established articulation procedures of moving elementary students to the intermediate school and intermediate school students to the high school each year, the writer, while implementing the change in the grading system in his school, had the opportunity to share the philosophy and rationale supporting the system and the process used to implement the change with both elementary and high school principals and their respective staffs. With a commitment from each school principal and by involving students, parents, and teachers, an alternative grading system was eventually implemented in one high school, one intermediate school, and six elementary schools.

WINSTON CHURCHILL SCHOOL: PASS/FAIL TO APU

In February 1969 a group of teachers met with the principal to express a deep concern regarding the pressure exerted by the school on the preadolescent students. It was stated that the school had become a psuedo college preparatory school with the goals of learning manifested in the number of A and B grades the students earned.[22] Concern was expressed by the group that the school was using grades as the primary means of motivating students and, all too often, as a means to disciplining students. The group further indicated that by and large the course objectives did not relate to the learning style and potential of the preadolescent students resulting in numerous failures as well as an inaccurate assessment of a student's performance.[23] Lastly, the group stated that if the school is to become a viable institution where students can learn and live together, then the traditional concept of competitive grading needs to be reexamined.

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[22] Encyclopedia of Educational Research, loc. cit.

[23] Ibid.

It was recommended that the problem be shared with the staff for discussion and direction.

Staff Involvement and Assessment

To generate greater discussion from a staff of thirty-seven teachers, prep period meetings were conducted on two separate occasions throughout an entire day. This limited group size to approximately five to seven people each period and provided a greater opportunity for interaction. To provide some structure to the prep period meetings, the following statements were discussed in reference to the ABCDF grading system:

- Are grades used as a motivation to learning?
- Do grades create undo pressure on students to achieve?
- Are grades an effective medium to communicate with parents?
- Do grades focus attention on the objectives of the instructional program?
- Are grades detrimental to the welfare of most students?

The results of the assessment of thirty-seven teachers are presented in Table 2. The entire faculty agreed that grades were used to motivate students. Some members described other forms of motivation such as letter of commendation,placing student work on the bulletin boards, and special activities. Ninety-two percent of the faculty agreed that the grading system applied pressure in varying degrees on students to achieve. Some teachers did not see this as being negative or positive but part of any grading system. Sixty-five percent of the teachers felt that the present grading system did not accurately convey the students' growth and performance to their parents while 35% of the faculty indicated that it did. Fifty-five percent of the members of the faculty agreed that the ABCDF grading system was detrimental to the welfare of the students, 27% disagreed, and, interestingly, 19% of the faculty could not decide one way or the other. Only 19% of the teachers agreed that the grades issued to students, reflected an understanding of the objectives of the course while 70% disagreed.

The teacher assessment resulted in a recommendation to organize a Grading Committee to research the problem, propose an alternative, and develop a plan for implementation. The Grading Committee was cautioned to work closely with the school's Advisory Committee and to present its recommendation to the faculty for final approval.

TABLE 2

Teacher Assessment in Reference to the Grading System

Teachers N = 37	Agreed	Disagreed	No Position
Motivation to Learn	N=37=100%	N=0=0%	N=0=0%
Pressure to Achieve	N=34=91.9%	N=1=2.7%	N=2=5.4%
Effective Communication	N=13=35.1%	N=24=64.9%	N=0=0%
Detrimental to Students	N=20=54.1%	N=10=27.0%	N=7=18.9%
Objectives of Program	N=7=18.9%	N=26=70.3%	N=4=10.8%

The Grading Committee

The Grading Committee was composed of six teachers and the principal. Each member volunteered to serve on the committee and included representation from the following departments: mathematics, physical education, social studies, language arts, fine arts, and applied arts.

It was the responsibility of this committee to provide the manpower and leadership to implement any change in the grading system.

During the three years that the Grading Committee deliberated the following actions or activities evolved:

- Reviewed the literature
- Developed a pass/fail grading program with the following components:
  1. statement of philosophy
  2. goals for change
  3. description of pass and fail
  4. time frame of activities for implementation
- Worked closely with the Advisory Committee
- Prepared and presented a resolution to the San Juan Teachers Association
- Assisted in the development of an evaluation instrument
- Discussed and assisted the high school and elementary schools in implementing a change in their grading systems
- Modified pass/fail grade to APU with parent conferences and a Community in Action program
- Participated in the presentation to the Board of Education for the adoption of the APU grading system

The Advisory Committee

The school Advisory Committee was composed of three students, three teachers, two administrators, and nine parents.

Student representatives were placed on the committee by virtue of their elective positions as student body president, eighth grade vice president, and seventh grade vice president. The student representatives changed every semester. The three teachers on the committee were also on the Grading Committee and provided considerable input for the Advisory Committee and feedback for the Grading Committee. Both the principal and the vice principal served on the Advisory Committee. Their main function was to serve as resource people, although, their advice and position on issues were constantly requested.

The nine parents on the Advisory Committee were geographically solicited from each elementary school that articulated sixth grade students to Winston Churchill Intermediate School. Parent members of the committee became quite knowledgeable of the weaknesses of the traditional grading system and the rationale for a change. The parent representatives were primarily responsible for the parent support and open communication that the six elementary schools later experienced when implementing a change in their grading system. The function of the Advisory Committee included but was not limited to the following:

- Opportunity to receive, review, and make recommendations on each component recommended by the Grading Committee
- Opportunity to advise the administration and the Grading Committee
- Opportunity to participate in the evaluation process
- Opportunity to participate in the Board presentation
- Opportunity to organize and implement the Community in Action program

Pass and Fail Grading System

Working closely with the Advisory Committee, the Grading Committee prepared a five page document titled "Pass and Fail Grading System" (Appendix A) which included a philosophy for the grading system, the goals and objectives for changing, a description of pass and fail, and implementation of the pass/fail system. With only slight modification in the wording, the staff approved the document. This document served as the philosophical foundation to change the traditional grading system and implement an alternative grading system in one high school, one intermediate school, and six elementary schools.

Philosophy: The philosophical statement emphasized the contradiction and inconsistency of the traditional grading system as it tends to encourage and reward students with high scholastic ability and condemns and discourages students with low scholastic ability. It expresses a belief in a learning environment that provides each student an opportunity to develop his interest, capability, and potential to the fullest extent regardless of his station in life. (Appendix A)

Goal and objectives: The goal was to implement a pass and fail grading system over a three year period with the following objectives:

- Alleviate unnecessary pressure
- Develop other means of motivation
- Increase parent/teacher contacts
- Improve the instructional program

The pass and fail grading system would be evaluated using the four objectives as criteria for success. (Appendix A)

Description of pass and fail: The pass and fail grading system is a form of blanket grading, a form of contract system, and a form of the mastery approach. It requires the teacher to establish the minimal criteria for a passing grade. Students who meet the criteria pass, those who do not fail. Failing students have an opportunity to bring their work up to the minimal criteria. The level of mastery can be designated for the class as well as for individual students. (Appendix A)

Implementation of pass/fail: The recommendation of the Grading Committee to limit the pass/fail grading system to the elective courses, physical education and language arts the first year, to include all subjects except mathematics and science the second year, and in the third year, include all subjects offered in the curriculum was supported by the Advisory Committee and approved by the staff.

This recommendation and the document on the pass/fail program were presented to the superintendent and his cabinet by the assistant superintendent in charge of the Intermediate School Division with the writer and members of the Grading Committee.

Although approval for pilot programs is the prerogative of each Division Head, it was necessary to present the program to the superintendent in order to request assistance from Research and Development and the Office of Public Information to respectively assist in the evaluation and publication of the pass/fail program. The request was approved by the superintendent and his cabinet.

Upgrading of the instructional program: The three year implementation period provided a transition period for the community to accept or reject the alternative grading system without dislocating the community culture.[24] It also provided the necessary lead time to conduct inservice programs and workshops to upgrade the quality of the instructional program.

Each department with the District Program Specialist in that particular subject area met on minimum days throughout the next two years to assess its program and to rewrite its goals and objectives with the adopted philosophy of the new grading system (Appendix B). In addition, a modular schedule with fourteen 25 minute modules was developed to permit additional offerings to students and to provide flexibility for the time allotted each course offering (Appendix C). Reading, English, typing, and foreign language were a few subjects taught in one 25 minute module, while several core classes required four 25 minute modules. The flexible schedule was an added incentive for teachers to upgrade their instructional program.

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[24] Encyclopedia of Educational Research, loc. cit.

Public Information office: During the three year implementation period, tremendous interest throughout the District was generated on the part of educators and parents. It was during this period that the Office of Public Information played an important role in providing the community access to information as it became available. The "Newswire", a weekly edition of news in the San Juan District, is published by the Office of Public Information and is distributed to the entire community. (Appendix H)

By the third year, 1971-72, other schools, high schools and elementary schools, were involved with their teachers and communities exploring alternative grading systems and awaiting Board of Education decision on the pilot program at Winston Churchill School.

With the assistance of the Office of Public Information, communications and information were continually available to the public as well as to other schools.

EVALUATION OF THE PASS/FAIL GRADING SYSTEM

The implementation of a pass/fail grading system over a three year period attempted to achieve four major objectives:

1. To alleviate unnecessary pressures.
2. To encourage parent/teacher contacts.
3. To provide other means of motivation.
4. To improve the quality of the instructional program.

With the assistance from the Advisory Committee and the district Research and Development Department, a survey instrument was constructed and a survey conducted in the spring of 1972. (Appendix D)

The survey was constructed with input from teachers and parents. Responding to the survey were 25 teachers, 682 students, and 277 parents. In addition, the Research and Development Department conducted a study to compare the ninth grade performance of a class of Winston Churchill School graduates, class of 1969, who were graded on the traditional ABCDF grading system in the seventh and eighth grades with the ninth grade performance of another class of Winston Churchill School graduates, class of 1971, who were graded on the pass/fail grading system in the seventh and eighth grades. There were 428 students graduated in the class of 1969 and 427 students in the class of 1971.

Results of the Survey and Study

Sixty-four percent of the parents who responded to the survey indicated that in its present form the pass/fail grading system was unacceptable. However, sixty-four percent of the teachers and sixty percent of the students indicated support of the pass/fail system in its present form or with some modifications (Appendix E). In terms of the stated objectives, the survey indicated the following:

1. Reduction in student pressure and anxiety.
2. Motivation remaining the same.
3. Parent contacts did not increase.
4. Quality of instructional program remaining the same.

Table 3 shows the comparison of the performances in the ninth grade of a random sampling of 105 students from each of the two former classes from Winston Churchill School. The high school grades of the two groups did not differ significantly in either grade point average or number of F's received. However, the former pass/fail graded group received significantly more A's than did the former ABCDF graded group (Appendix E).

TABLE 3

COMPARISON OF ABCDF GROUP WITH PASS/FAIL GROUP

Eighth Grade	Ninth Grade	
N = 105	N = 105	
	Number of F's	19
ABCDF Group	Number of D's	55
	Number of A's	68
Class of 1969	G. P. A.	2.43
N = 105	N =	
	Number of F's	21
P/F Group	Number of D's	37
	Number of A's	126
Class of 1971	G. P. A.	2.50

Conclusion

In its present form, the pass/fail grading system at Churchill School was not acceptable to the majority of parents. Students and teachers were more equally divided over the continued use of the system. Almost 20 percent of each group suggested modification of the system if it is continued (Appendix E).

Recommendation

As a result of the evaluation, the staff at Winston Churchill Intermediate School, through its Grading Committee, recommended an APU grading system, parent contacts when "U" grades are issued, parent conferences and a Community in Action program. The results of the evaluation and the above recommendations were presented to the superintendent, his cabinet, various audiences, and the Board of Education by the Department of Research and Development and the writer (Appendix E).

APU: AN ALTERNATIVE GRADING SYSTEM

In view of the results of the survey, the faculty at Winston Churchill School agreed:

- To modify the pass/fail grading system to an APU grading system which would require the teacher to make parent contact by telephone, correspondence, or personal conference whenever a "U" grade is issued.
- To conduct a day of parent conferences, and
- To conduct informal weekly discussion and visitation of small groups of parents until all parents in the school community have been invited to the school... Community in Action program.

The staff at Winston Churchill School strongly believe that it can better challenge all students to more fully extend themselves in both the academic and non-academic classes with an APU grading system.

The "P" grade represents passing performance equal to or above the minimal objectives of the course. The "A" grade represents performance of students beyond the maximal objectives of the course and the majority of the students. The "U" grade represents unsatisfactory performance of students who do not meet the minimal objectives of the course.

Superintendent's Cabinet

The evaluation of the pass/fail grading system and the modifications recommended by the faculty were presented to the superintendent and his cabinet in preparation for Board presentation. Considerable discussion including other recommendations to modify the pass/fail grading system were proposed. The writer insisted on no changes to the pass/fail grading system other than those recommended by the staff. It was further stated that if the superintendent and his cabinet could not support the APU system as described, then the school would return to the traditional grading system.

A Special Meeting of the Board of Education

At a special meeting called by the Board of Education on November 13, 1972, the superintendent supported the writer's recommendation to permit Winston Churchill Intermediate School to use an APU grading system with parent conferences, a Community in Action program, and parent contacts whenever "U" grades were issued. By a vote of three to two, the Board adopted the proposal (Appendix F).

Table 4 is a reproduction of an article by Helen Diepenbrock, staff writer for the Sacramento Union and Table 5 is a reproduction of an article in the Sacramento Bee prepared by staff writer Doug Dempster describing the special meetings of the Board.

Parent/Teacher Conferences

When the pass/fail grading system was modified to APU, it was recommended by the staff that parent/teacher conferences be conducted. (See Appendix G) Two consecutive minimum days were held to carry out the recommendation. Conferences began at 12:30PM and concluded that evening at 10:00PM. (Appendix G)

The conferences were so successful the first year, that both parents and teachers agreed to have them twice a year rather than

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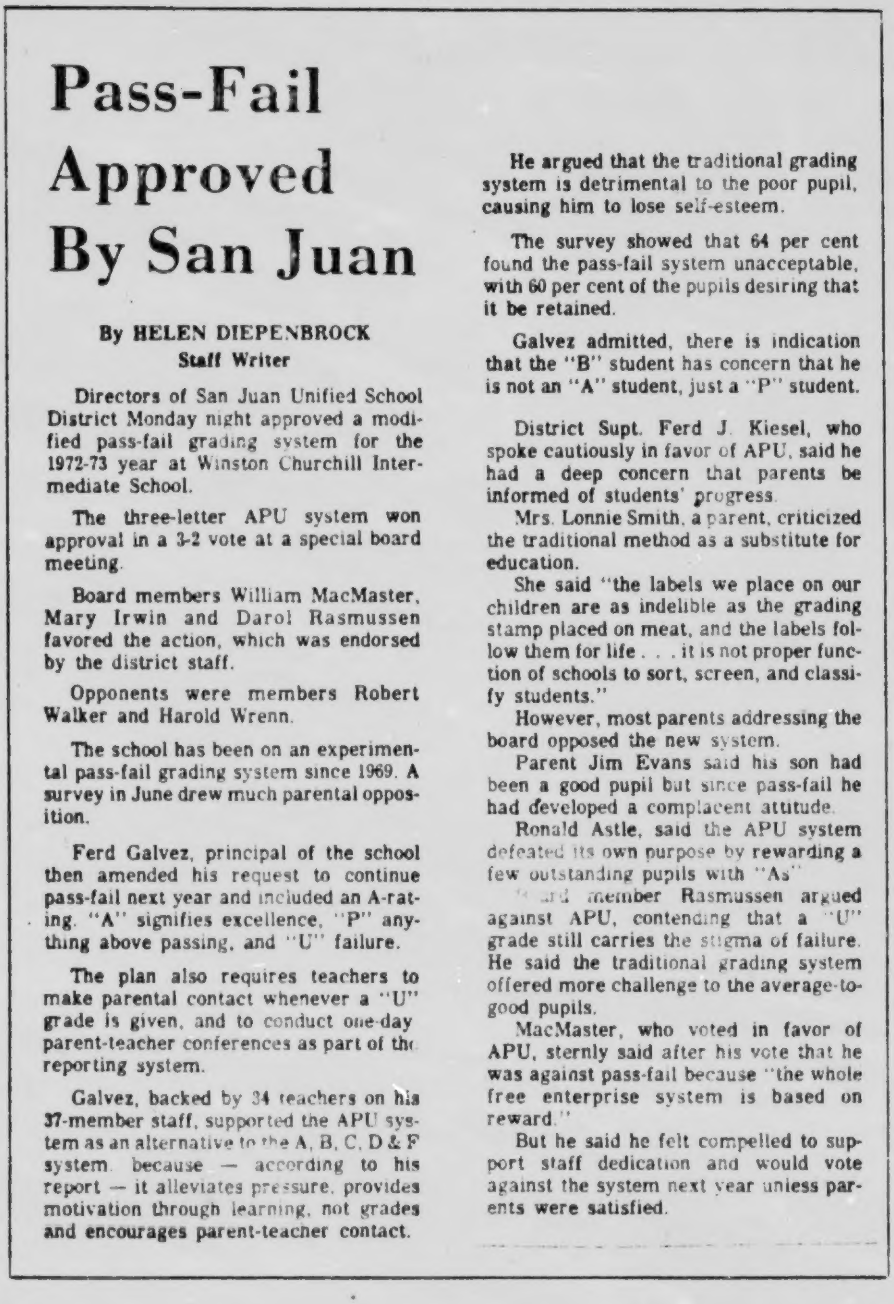
TABLE 4

SACRAMENTO UNION ARTICLE ON PASS/FAIL GRADING



Pass-Fail Approved By San Juan

By HELEN DIEPENBROCK
Staff Writer

Directors of San Juan Unified School District Monday night approved a modified pass-fail grading system for the 1972-73 year at Winston Churchill Intermediate School.

The three-letter APU system won approval in a 3-2 vote at a special board meeting.

Board members William MacMaster, Mary Irwin and Darol Rasmussen favored the action, which was endorsed by the district staff.

Opponents were members Robert Walker and Harold Wrenn.

The school has been on an experimental pass-fail grading system since 1969. A survey in June drew much parental opposition.

Ferd Galvez, principal of the school then amended his request to continue pass-fail next year and included an A-rating. "A" signifies excellence, "P" anything above passing, and "U" failure.

The plan also requires teachers to make parental contact whenever a "U" grade is given, and to conduct one-day parent-teacher conferences as part of the reporting system.

Galvez, backed by 34 teachers on his 37-member staff, supported the APU system as an alternative to the A, B, C, D & F system because — according to his report — it alleviates pressure, provides motivation through learning, not grades and encourages parent-teacher contact.

He argued that the traditional grading system is detrimental to the poor pupil, causing him to lose self-esteem.

The survey showed that 64 per cent found the pass-fail system unacceptable, with 60 per cent of the pupils desiring that it be retained.

Galvez admitted, there is indication that the "B" student has concern that he is not an "A" student, just a "P" student.

District Supt. Ferd J. Kiesel, who spoke cautiously in favor of APU, said he had a deep concern that parents be informed of students' progress.

Mrs. Lonnie Smith, a parent, criticized the traditional method as a substitute for education.

She said "the labels we place on our children are as indelible as the grading stamp placed on meat, and the labels follow them for life . . . it is not proper function of schools to sort, screen, and classify students."

However, most parents addressing the board opposed the new system.

Parent Jim Evans said his son had been a good pupil but since pass-fail he had developed a complacent attitude.

Ronald Astle, said the APU system defeated its own purpose by rewarding a few outstanding pupils with "As"

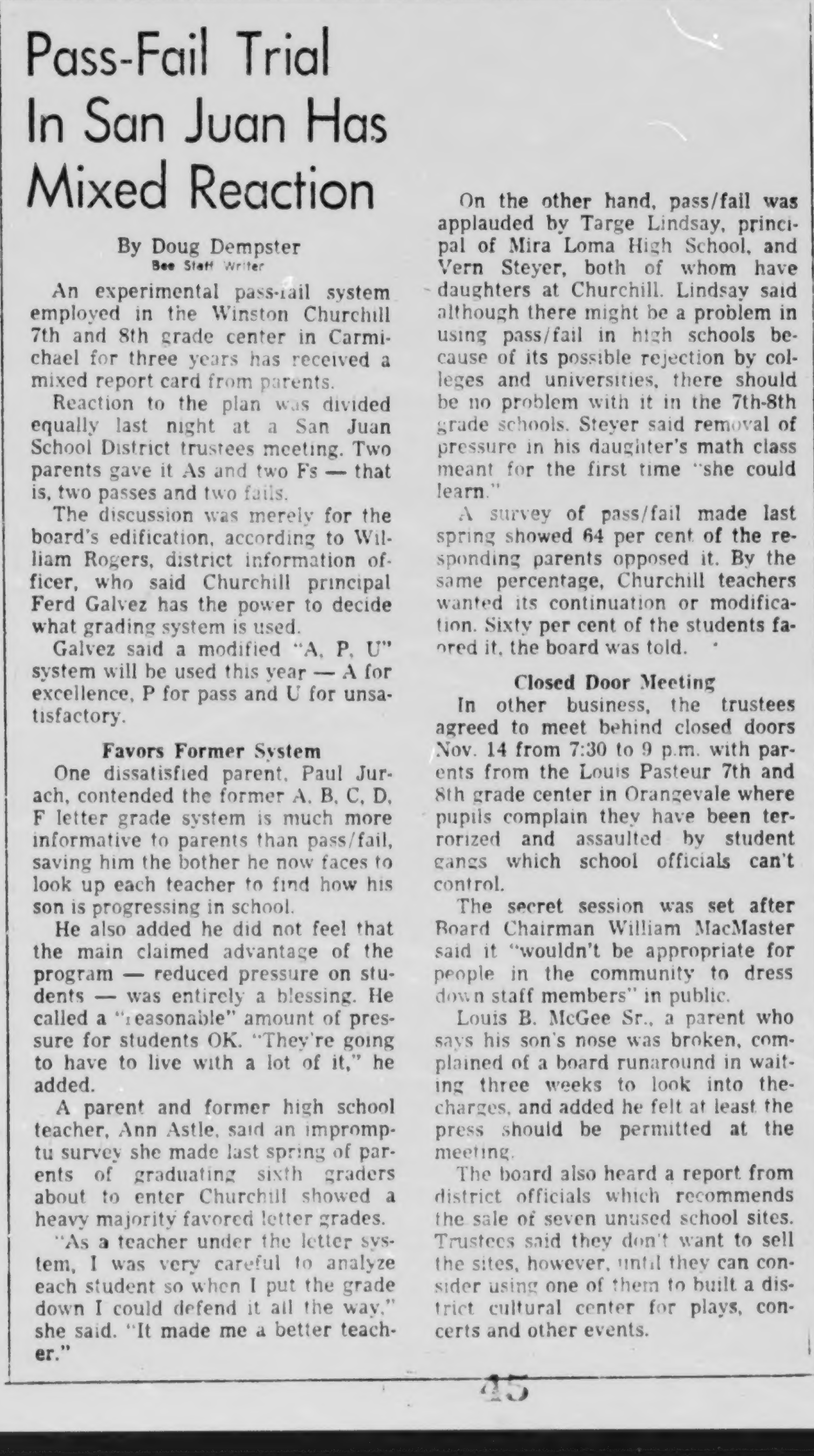
Board member Rasmussen argued against APU, contending that a "U" grade still carries the stigma of failure. He said the traditional grading system offered more challenge to the average-to-good pupils.

MacMaster, who voted in favor of APU, sternly said after his vote that he was against pass-fail because "the whole free enterprise system is based on reward."

But he said he felt compelled to support staff dedication and would vote against the system next year unless parents were satisfied.

TABLE 5

SACRAMENTO BEE ARTICLE ON PASS/FAIL GRADING



Pass-Fail Trial In San Juan Has Mixed Reaction

By Doug Dempster
Bee Staff Writer

An experimental pass-fail system employed in the Winston Churchill 7th and 8th grade center in Carmichael for three years has received a mixed report card from parents.

Reaction to the plan was divided equally last night at a San Juan School District trustees meeting. Two parents gave it As and two Fs — that is, two passes and two fails.

The discussion was merely for the board's edification, according to William Rogers, district information officer, who said Churchill principal Ferd Galvez has the power to decide what grading system is used.

Galvez said a modified "A, P, U" system will be used this year — A for excellence, P for pass and U for unsatisfactory.

Favors Former System

One dissatisfied parent, Paul Jurach, contended the former A, B, C, D, F letter grade system is much more informative to parents than pass/fail, saving him the bother he now faces to look up each teacher to find how his son is progressing in school.

He also added he did not feel that the main claimed advantage of the program — reduced pressure on students — was entirely a blessing. He called a "reasonable" amount of pressure for students OK. "They're going to have to live with a lot of it," he added.

A parent and former high school teacher, Ann Astle, said an impromptu survey she made last spring of parents of graduating sixth graders about to enter Churchill showed a heavy majority favored letter grades.

"As a teacher under the letter system, I was very careful to analyze each student so when I put the grade down I could defend it all the way," she said. "It made me a better teacher."

On the other hand, pass/fail was applauded by Targe Lindsay, principal of Mira Loma High School, and Vern Steyer, both of whom have daughters at Churchill. Lindsay said although there might be a problem in using pass/fail in high schools because of its possible rejection by colleges and universities, there should be no problem with it in the 7th-8th grade schools. Steyer said removal of pressure in his daughter's math class meant for the first time "she could learn."

A survey of pass/fail made last spring showed 64 per cent of the responding parents opposed it. By the same percentage, Churchill teachers wanted its continuation or modification. Sixty per cent of the students favored it, the board was told.

Closed Door Meeting

In other business, the trustees agreed to meet behind closed doors Nov. 14 from 7:30 to 9 p.m. with parents from the Louis Pasteur 7th and 8th grade center in Orangevale where pupils complain they have been terrorized and assaulted by student gangs which school officials can't control.

The secret session was set after Board Chairman William MacMaster said it "wouldn't be appropriate for people in the community to dress down staff members" in public.

Louis B. McGee Sr., a parent who says his son's nose was broken, complained of a board runaround in waiting three weeks to look into the charges, and added he felt at least the press should be permitted at the meeting.

The board also heard a report from district officials which recommends the sale of seven unused school sites. Trustees said they don't want to sell the sites, however, until they can consider using one of them to built a district cultural center for plays, concerts and other events.

only once. Hence, the first conference is conducted in mid-second quarter just prior to Christmas vacation and once again in mid-fourth quarter just prior to the articulation programs.

Community in Action

The Community in Action program is designed to invite parents of students in Winston Churchill School to an informal "Koffee Klatch" in the faculty dining room. The purpose of the program is to provide interested parents an opportunity to meet and discuss the school programs with the principal and members of his staff. There is no agenda. The program also provides parents an opportunity to visit classrooms and observe both students and teachers during the instructional periods. Lastly, parents are invited to join the students and teachers for lunch. (See Appendix I)

Members of the Advisory Committee not only assisted in the development of the program but also have the responsibility of sending out the invitations, making telephone calls and acting as hosts and hostesses at the "Koffee Klatch". Students are used as guides and interpreters.

Parent Contacts for "U" Grades

The APU grading system also included a parent/teacher contact whenever "U" grades were issued. District policy requires that a progress report be sent home to parents within the sixth week of the quarterly grading period if a child is failing or performing unsatisfactorily. In addition, the faculty agreed to make telephone calls, send correspondence, or arrange personal conferences whenever a "U" grade is issued. The purpose is to ensure some plan for improvement.

ARTICULATION: ELEMENTARY AND HIGH SCHOOL

During the months of March, April, and May a considerable amount of time and effort is spent on the process of moving students from nine elementary schools to Winston Churchill Intermediate School and from Winston Churchill Intermediate School to two high schools. The purpose of the articulation process is to ensure a smooth transition for the incoming student from one school level to the next school level. This process requires the principals, counselors, teachers, students, and parents at the different levels to work closely with one another in order to design an appropriate program for each individual incoming child. With a change in the grading system at the intermediate level, communications between elementary and intermediate personnel as well as intermediate and high school personnel became imperative and a high priority.

The School Principals

During the three year period of pass/fail implementation, both elementary and high school principals indicated a growing interest in the grading system and extended an invitation to the writer to speak at faculty meetings and parent meetings. In addition to the writer speaking independently, several panels were organized from members of the Grading Committee and the Advisory Committee to present panel presentations, particularly to the elementary schools. The use of the liaison representative from the elementary school on the panel was seen by elementary principals as quite effective in initiating the change.

The Faculty Meetings

The "Winston Churchill School Pass and Fail Program" (Appendix A) was used as the guideline for all faculty presentations. A supporting bibliography was issued to any interested personnel, parent or teacher. A presentation was made to each of the nine elementary schools. Although the elementary school teachers were receptive to changing the grading system, the faculty at both high schools were quite reluctant. The high school teachers who voiced concerns against a change represented both academic and non-academic courses. The greatest concern expressed by members of the faculty at the high school level was that students have been conditioned to work for ABCDF grades and any change would destroy this motivation. Regardless, there was ample support from several departments from La Sierra High School who wished to explore with the writer some possible grading options. This interest initiated by six departments has now spread to other high schools throughout the district.

Included in the faculty presentations was an emphasis on inservice programs and workshops. Teachers need to reevaluate their methods, techniques, course objectives and, most important, their attitude towards student growth and development. Teachers were encouraged to place greater emphasis on parent/teacher conferences, particularly at the high school level while principals were encouraged to develop a Community in Action program.

The Elementary Schools

Though there were nine elementary schools in the attendance area, only six modified their grading system. However, several schools outside of the attendance area were also interested in changing their grading system and requested similar presentations. The following schools were able to drop the traditional grading system or have added variations to their reporting system: Garfield, Mission, Whitney, Cameron Ranch, Del Dayo, Lichen, Howe, Greer, Mariposa, Cambridge Heights, Kenneth Avenue, Pasadena and Dewey. Although each school was receptive to the two or three scale grading system, they adopted their own variations. These variations included the following:

- Acceptable, Needs Improvement
- Outstanding, Satisfactory, Needs Improvement
- Satisfactory, Needs Improvement plus, Needs Improvement minus
- Check list with three levels
- Continuous progress
- Satisfactory, Unsatisfactory
- Outstanding, Satisfactory, Moderate, Not Satisfactory

The High School

Because of the contiguous attendance areas and the size of the school, the elementary schools, both in and out of the attendance area, were able to change their grading practice with minimal difficulty. However, the high schools felt a tremendous need to move more slowly. Although the traditional ABCDF grading system is still used, six departments at La Sierra High School adopted a variation of the APU grading system. This included the following three variations:

- Pass/Fail
- A, Pass, Fail
- Pass, Fail, or letter grade

All schools, high school and elementary schools, used the same philosophical base, rationale, and procedures to implement a successful change. (Appendix A) The following year, 1973-74, an additional six high schools, nine intermediate schools, and nine elementary schools requested and initiated changes in their grading system.

A RESOLUTION FOR NEGOTIATIONS

In September 1971, the staff at Winston Churchill Intermediate School through its teacher representative submitted to the Representative Council of the San Juan Teachers Association a resolution for approval to direct the Certificated Employees Council, the negotiating council for all certificated personnel, to negotiate for a "Complete-Incomplete Grading System" with the Board of Education. (Appendix J) The resolution included a recommendation for a district wide committee composed of teachers and administrators of all three levels as well as parents and students to study various grading systems in support of the proposed Complete-Incomplete Grading System.

The Articulation Committee

The resolution to negotiate for a "Complete-Incomplete Grading System" was the result of articulation meetings among elementary, intermediate, and high school teachers who were particularly interested in changing the grading systems in their respective schools. A committee was formed with representation from two high schools, one intermediate school, and nine elementary schools. Complete-Incomplete was a more compatible grading system for the three levels of teachers represented. With support and encouragement from the writer a resolution was prepared (Appendix J) and a political plan designed to get approval from the

Representative Council of the San Juan Teachers Association. Since Winston Churchill School's pass/fail pilot program was common knowledge throughout the district, it was decided that the Winston Churchill School representative would present the resolution. It was also agreed that strong support would be provided by both elementary and high school representatives to get the necessary two/thirds vote of the Representative Council. The resolution was approved by the San Juan Teachers Association and the Certificated Employees Council directed to place the item on the agenda for negotiation. It took two years for the Board and the Certificated Employees Council to reach agreement. The increased number of elementary, intermediate, and high schools deviating from the traditional grading system gave added support to the Certificated Employees Council in its effort to negotiate this item with the Board.

The Agreement

On November 8, 1973 the Board's representative reached an agreement with the nine member Certificated Employees Council on item 1971-12, originally titled "Complete-Incomplete Grading System" and changed through negotiations to "Grading Systems". As a result of negotiations the following disposition on item 1971-12 has been agreed to (Grading Practice, p. 22) by the Board of Education:

1. That the Board of Education establish a representative, district-wide committee to study various grading systems.
2. That the committee's charge will include:
   - research various grading systems,
   - develop and recommend a viable pattern for various grade levels,
   - provide an opportunity for parent, student and teacher participation in the development of various grading practice,
   - publicize findings and recommendations.
3. That the composition of the committee include:
   - three teachers at each level,
   - three administrators at each level,
   - one psychologist,
   - one director,
   - one parent at each level,
   - three students.
4. That teachers will be appointed by the Certificated Employees Council and the others by the Board.

The district-wide committee became the political instrument to change the grading policy in the San Juan Unified School District.

CHAPTER III

METHODOLOGY -- THE SECOND STAGE

On March 4, 1975 a document titled, "Grading Practices" was presented to the Board of Education for discussion. This document was the result of thirteen months of research, surveys, discussions and deliberations by a district task force composed of parents, students, teachers, principals, and district office personnel. The document carried the burden of a report made to the Board of Education and the Certificated Employees Council on grading practices throughout the San Juan District. It included a revision of the district's grading policy and procedure as well as four major recommendations:

- Schools deviating from present district policy be permitted to retain their present reporting/recording system.
- Establishing a district filing system containing all reporting/recording systems in use in the district.
- Adoption of a procedure to be followed by all schools initiating and implementing changes in their reporting/recording system.
- Requiring school administrators and teachers to inform parents and students in the first month of the school year

of the district's grading policy, including procedures for initiating change.

On March 18, 1975 the Board of Education approved the recommendations made by the district task force. This action changed the grading policy adopted by the San Juan Unified School District in 1960. (See Table 6 and Appendix K)

THE GRADING SYSTEMS STUDY COMMITTEE

In January 1974 a task force of parents, teachers, administrators, and students was appointed by the San Juan Unified School Board to examine the present reporting/recording systems used in the district. This task force was titled the Grading Systems Study Committee and was charged with the following responsibilities:

1. To research various grading systems
2. From this research to develop and recommend a variable pattern for various grade levels
3. To provide an opportunity for teachers, students, and parents to participate in development of various grading practices
4. To make public the findings and recommendations.

Below is a capsule description of past meetings held by this committee:

- March 8, 1974, the meeting was a discussion of grading-reporting/recording philosophy, and a review of research done regarding the negative and positive effect grades have upon students.
- March 15, 1974, the meeting centered around a review of existing district practices. Members of the committee were appointed to reexamine current practices and to update previously gathered information.
- March 22, 1974, the sub-committee met to compile into a report the information they had gathered regarding grading practices in the district.
- March 29, 1974, the entire committee met again to report findings of each sub-committee.
- April 5, 1974, the Grading Systems Study Committee attempted to synthesize current material, and a decision was made to meet again in sub groups to develop a rationale for reporting/recording systems, and to make recommendations for a satisfactory solution to the con-

cerns held by many teachers, administrators, parents, and students about present grading policy.

- May 3, 1974, the Grading Systems Study Committee examined a statement of philosophy and goals for a framework of an evaluation system for the San Juan Unified School District and appointed a sub-committee to prepare a draft of the report.
- June 23, 1974, the sub-committee met to prepare a draft of the report.
- October 10, 1974, the Grading Systems Study Committee met to review and critique the report.
- November 18, 1974, a sub-committee presented a full report to the Superintendent and his cabinet. The report was titled "Grading Practices".
- December 6-20, 1974, three sub-committees presented the report to the four elementary administrative councils, the intermediate council, and the high school council.
- January 15, 1975, the Grading Systems Study Committee met to modify the original report with input derived from various administrative groups. A sub-committee was appointed to rewrite the document.

- February 25, 1975, a sub-committee of the Grading Systems Study Committee reported to the Board of Education. The burden of the report including recommendations were carried in the document "Grading Practices". The presentation to the Board was for discussion only.
- March 6, 1975, the committee met to modify the document with input from individual Board members where it was feasible to do so. The committee also discussed strategies for an effective presentation to the Board. A sub-committee was appointed to make the presentation.
- March 18, 1975, the sub-committee presented to the Board of Education for adoption the recommendation contained in the document "Grading Practices" prepared by the Grading Systems Study Committee.

THE WRITER'S RESPONSIBILITY

The writer was appointed to Grading Systems Study Committee by the Superintendent and assisted the Chairperson to carry out the charge of the committee. The writer's responsibilities included but not limited to the following:

- Developed the time frame of activities and events
- Provided a review of the literature
- Provided the committee with the "Churchill Pass/Fail Program", its modification, procedures, and process
- Chaired a sub-committee to investigate grading practices of all schools in the intermediate level
- Coordinated the efforts of the elementary sub-committee, the intermediate sub-committee, and the secondary sub-committee in their respective investigations of grading practices
- Served on the sub-committee to write the first draft of the report
- Served on the sub-committee to present the report to the Superintendent's Cabinet
- Presented the report to the Intermediate Schools Administrative Council
- Served on the sub-committees to present the report to Secondary and Elementary Schools Administrative Councils
- Served on the sub-committee to rewrite the document
- Assisted in the first presentation to the Board

- Met with the San Juan Teachers Association for support of the document
- Met with the San Juan Administrators Association for support of the document
- Met with the presidents of PTA and Parent Club Council for support of document
- Served on the sub-committee to rewrite document from input from Board
- Planned the strategies for final presentation to the Board
- Assisted in the Board presentation for adoption of the recommendations.

"GRADING PRACTICES"

From the investigation of current practices in the San Juan Unified School District and a review of current literature regarding marking systems, this committee did not develop a variable pattern of grading systems for each of the three levels. The Grading Systems Study Committee, however, developed a process by which individual schools, within a framework of constraints, can develop it's own system of evaluation in order to meet the diverse needs of the local school communities.

This process, including a revision of the district's grading policy, is contained in the following document titled "Grading Practices":

GRADING PRACTICES

in the

SAN JUAN UNIFIED SCHOOL DISTRICT

A Report to the

Board of Education and C. E. C.

by the

GRADING SYSTEMS STUDY COMMITTEE

Prepared and Submitted

by

Robert Green, Principal, Garfield Elementary School
Ferd Galvez, Principal, Winston Churchill Intermediate School
William Bode, Principal, Del Campo High School
Cornelia Whitaker, Director of Education, Chairman

Committee Members

Teachers
- Dee Ann Angelo
- Janet Bee
- Bart Carlson
- Nancy Doran
- Pete Garrett
- Virginia Hall
- Rod Kuehne
- Phil Oakes
- Donna Strongall
- Dave Terwilliger
- Sally Weinland

Parents
- Diane Kurtz
- Ramona Lavelle
- Ingrid Puglia

Students
- Darcie Bradbury
- Becky Cull
- Marcia Studley

February 1975

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INTRODUCTION

In November, 1973, the C.E.C. and the Board's Representative reached agreement on Negotiable Item No. 1971-12, "Grading Systems". (Attachment A)

At the Board of Education meeting November 13, 1973, the Board approved the establishment of a committee to study various grading systems, with the committee membership and purpose to be organized according to the recommendations made by the Administration and the C.E.C. (Attachment B)

There were four charges to the committee, the first three of which are being met by this report. The fourth charge, that of an April 15, 1974, report deadline, was determined to be unrealistic by the committee as it became involved in the implications of the basic study charges.

Cornelia Whitaker was assigned by the Administration to implement the action of the Board in the establishment of the committee, and to advise the committee on methods of developing parameters for the study based on assumptions it would have to draw from the C.E.C. charges.

A working committee membership was established to the mutual agreement of the C.E.C. and the Administration by January 18, 1974. (Attachment C) Research material on grading philosophies was presented to the committee prior to their first meeting, and the members began functioning as a committee in March, 1974.

An initial timeline was developed to meet the C.E.C. deadline of April 15 but was modified by the committee when they understood and defined the full scope of their responsibility. (Attachment D)

This report is organized to include the research method, the findings, and the recommendations of the committee in a way that the C.E.C. and the Board may readily implement the actions recommended.

RECOMMENDATIONS

- STATEMENT OF NEED
- RECOMMENDED CONSIDERATIONS FOR POLICY MODIFICATIONS
- RECOMMENDED POLICY AND PROCEDURES... RECOMMENDED PROCEDURES
- IMPLEMENTATION

STATEMENT OF NEED

Based on its research related to changing attitudes regarding grading practices, current district policy, and variations from this policy throughout all grade levels, the committee believes that a need exists to design reporting and recording systems tailored to the micro-climates of the local school communities.

By reviewing much of the avai[illegible] literature, researching modern grading practices and the historical development of grading issues, the committee was able to resolve those controversial points of view presented to it by administrators, teachers, students, and the community representatives. As a result, the committee was able to synthesize the recommendations on grading practice which they believe will best meet their two-fold objective:

1. Developing grading practices sensitive to the needs of the individual school community and

2. Meeting the charges of the C.E.C. and the Board of Education.

RECOMMENDED CONSIDERATIONS FOR POLICY MODIFICATIONS

It is the recommendation of the Grading Practices Committee that the grading policy should include the following:

1. Schools deviating from present district policy be permitted to retain present reporting/recording systems if surveys of teachers, parents, and students indicate approval.

2. There should be set up in the district a filing system containing all the reporting/recording systems in use in the district and those files be made available to schools wishing to make a change.

3. The Board should adopt a procedure to be followed by all schools initiating and implementing changes in reporting/recording systems.

4. Within the first month of each school year, school administrators and/or teachers should be required to inform parents and students about the district's grading policy, including procedures for initiating change.

RECOMMENDED POLICY GOALS AND PROCEDURES GOVERNING REPORTING PUPIL PROGRESS TO PARENTS/GUARDIANS, AND RECOMMENDED PROCEDURES FOR CHANGING THE REPORTING/RECORDING SYSTEMS

5121

Policy

It shall be the policy of the San Juan Unified School District to inform parents/guardians of the progress made by their children in school.

Any evaluation system designed to report the intellectual growth of a student as a result of educational experiences provided by the schools is essentially a communication system. It should be recognized that while it is necessary to record a student's progress for various uses, the system's purpose is to promote the welfare of the student.

Procedures and Goals Governing Reporting Pupil Progress to Parents/Guardians

I. Goals

1. Evaluation systems shall provide a constructive medium for exchange of information and interaction between the home and the school about the student's progress and growth in the following areas:
   1.1 levels of achievement in basic skill areas
   1.2 emotional/personal development
   1.3 social development
   1.4 physical development

2. The evaluation system shall provide guidance for the teacher, parents, and student for enrichment or remediation to enhance the learning activities.

3. The evaluation system shall provide for a continuous progress reporting from grade level to grade level, allowing each student to work at his own pace, (incurring neither the stifling of exceptional ability nor the debilitating effects of failure.)

4. The evaluation system shall provide the student with information for self appraisal and self motivation for growth. This information should include objective appraisals of social and personal attitudes, efforts, talents, abilities, and achievements.

5. The student shall understand the specific objectives of the course and how she/he will be evaluated in relationship to the stated objectives in the cognitive, affective and/or psychomotor domains.

6. Parents shall be informed of the course objectives and criteria for evaluation.

II. Methods of Reporting

Methods of reporting shall be (A) group conferences, (B) individual conferences, (C) report cards, and (D) other as determined under III Procedures for Change.

A. Group Conferences

The purposes of the group conference are:

1. To inform parents/guardians of the goals of the school
2. To inform parents/guardians of the objectives of each grade level
3. To interpret the program, curriculum, and special services
4. To specify procedures to be followed
5. To suggest methods of cooperation between home and school

Group conferences will be conducted at the beginning of the year under the following plan:

Kindergarten	Before or during the first week of school
Grades 1 - 8	During September or October
Grades 9 - 12	Group conferences to be encouraged as a parent/ guardian back-to-school night activity

B. Individual Conferences

The purpose of the individual conference is to inform the parent/guardian of the educational progress of the child. At this time, the teacher and parent/guardian discuss test scores, review selected samples of typical pupil work, discuss the child's work habits, and discuss ways in which they might cooperatively help the child.

Individual conferences will be conducted under the following plan:

Kindergarten	One yearly individual conference to be scheduled any time during the school year.
Grades 1-6	End of 1st quarter. A week of individual conferences scheduled on minimum days established for this purpose.

Grades 7 & 8	One individual conference to be scheduled during the year.

C. Report Cards are to be issued under the program as follows:

Grades 1 - 6	The report card will be issued at the end of the 2nd and 4th quarters.
Grades 9 - 12	The report cards will be issued after each quarter.

III. Grading

A. Physical Education Grading 7-12

1. A proportionate grading value will be given for each of the following objectives. Grading will be based on a minimum of three areas per quarter and a maximum of four.

   (a) Physical development--one-fourth to one-half (Total physical fitness; muscular strength and endurance, cardiovascular endurance, flexibility, power, agility, and balance.)

   (b) Physical education skills--one-fourth to one-half (Skills as defined in the district course of study for each grade.)

   (c) Physical education knowledge--one-fourth to one-half (Knowledge experienced in: rules, strategy, first-aid, personal hygiene, physical fitness, health, and the need and reason for each facet of the program.)

   (d) Individual development--one-fourth to one-half (Participation, teamwork, leadership, and adhering to the rules of the games and activities.)

   Any one of the four components may be weighed a minimum of one-fourth and a maximum of one-half in a given quarter.

2. Citizenship

   (a) Responsibility in relation to school or department rules
   (b) Tardiness - truancy
   (c) Respect for others and property
   (d) Attitude
   (e) Cooperation

3. Final grade is at the discretion of the teacher in the best interest of the student.

IV. Notification of Students and Parents

Within the first month of each school year, school administrators and/or teachers shall be required to inform parents and students about the district's grading policy, including procedures for initiating change.

V. Procedures for Initiating and Implementing Changes in Reporting/Recording Systems

1. Initiation of the need to identify a problem in reporting/recording systems may come from administration, staff, or parents. When appropriate, student input should be solicited and considered in final decisions.

2. Before initiating any change in reporting/recording systems, the administration will provide for a study committee consisting of one administrative representative, a balanced number of affected teachers and parents (but not less than three of each) and, if applicable, one student from each grade level. Members are to be selected by their respective groups.

3. The committee, with assistance from Research and Evaluation, will design and conduct a comprehensive school-community survey to determine whether or not there is a problem requiring solution in the present reporting/recording system.

4. A statement of the problem(s) with the reporting/recording system and the results of the survey will be sent to the appropriate division head for discussion and evaluation.

5. A statement of the problem(s) with the reporting/recording system and the results of the survey will be sent to the Board of Education as an informational item.

6. After discussion and evaluation of the problem(s) and possible solutions by the division head and the committee, the committee will present in a survey recommendations for change of the reporting/recording system to staff, parents, and when appropriate, students, for approval. Weight of student responses shall be determined by local committee.

7. If recommendation is approved by a simple majority of the survey respondents, it shall be presented to the division head for action. When agreement is reached between the committee and the division head, the plan shall be presented to the Board as an informational item.

8. The school administration affected by the change shall plan and implement extensive and intensive inservice for staff, students, parents, and the community on the new reporting/recording system, and shall implement those changes required in the district's record keeping areas.

9. After a system has been implemented, a follow-up study and evaluation shall be conducted by the committee each year for two consecutive years.

10. Results of the evaluation and the action resulting from it shall provide direction to school administrators, division head, and board for continuance, for modification, or for termination. The Division superintendent shall be responsible for these decisions.

11. Changes resulting from these procedures shall be consistent with the intent of the Policy and the goals for grading systems.

MB:CW:kc
rev. 3/75

RESEARCH PLAN OF COMMITTEE

* IMPLEMENTATION AND ACTIVITIES

IMPLEMENTATION OF RECOMMENDATIONS

This committee requests the Board to provide funds to cover the cost of setting up and maintaining a committee to develop a resource file to be kept in the district office. Referral to this file would be the first step for any school seeking changes in grading practices. This resource file should include

a. definition and description of prevailing district systems, their philosophy, history and practical applications,

b. examples of available reporting/recording forms;

c. general bibliography of relevant current literature.

The committee's investigation reveals that many schools have already initiated some steps towards updating their evaluation methods but are now awaiting the outcome of this task force. Therefore, this task force makes a special request to permit any school which agrees to work within the constraints developed by this committee to begin to explore alternate methods of reporting pupil progress during the 1974-75 school year.

IMPLEMENTATION AND COMMITTEE ACTIVITIES

Upon establishment of the Grading Systems Study Committee, research material regarding grading systems in the San Juan District prepared by previous committees was distributed to the members. They also included materials related to the type of data required by the committee to meet the specific charges of the C.E.C. and the Board of Education, and the present policy. (Attachment E)

Prior to the first committee meeting, the division heads and high school principals studied the same materials and provided feedback information on their respective schools' grading practices for use by the committee. This feedback was to be correlated with the committee's findings. (Attachment F)

Throughout the period of investigation the committee was unable to find either a stated philosophy or a list of goals for the district's grading system policy. A need existed to develop both a philosphical base and a set of goals as a point of reference from which to carry.out the charges of the board. As a result, the first action of the committee was to develop a working philosophy and a set of policy goals. (Attachment G)

As part of its operational plan, the committee established a data gathering system to determine how closely individual divisions and the schools within were adhering to the stated district policy. From the collected information an overview of grading practices in the SJUSD was developed, and a study of the variations from the system was made.

OVERVIEW OF GRADING PRACTICE

in the

SAN JUAN UNIFIED SCHOOL DISTRICT

* Introduction
    Elementary (K-6)
    Intermediate (7-8)
    High School (9-12)

* Elementary Schools Practice
    (Including Variations)

* Intermediate Schools Practice
    (Including Variations)

* High Schools Practice
    (Including Variations)

October, 1974

OVERVIEW OF GRADING PRACTICE

*INTRODUCTION

The documentation from which the committee's conclusions and recommendations were developed is on file for perusal by interested individuals rather than being reproduced in its entirety herein. Sufficient material is included to provide an understanding of the issues or conditions which brought about the conclusions and recommendations for grading practice change in the district.

Elementary (K-6) Summary

Group conferences are conducted in September of each year to inform parents of the programs and activities their children experience throughout the school year.

Individual conferences are conducted at the end of the first and third quarters, and letter grades are issued in grades one through six at the end of the second and fourth quarters. Should a conference not be required at the end of the third quarter, a report card shall be issued. Eight elementary schools have deviated from the district procedures for reporting to parents, and schools have added variations to the district report card.

Intermediate (7-8) Summary

Letter grades (A, B, C, D, F) are issued in the basic skills and subjects in all schools except Churchill. In seven of the eleven center schools, pass or fail grades are given in physical education and in some elective areas. Arden, Barrett, and Will Rogers use a three scale system (A, P, F) to grade physical education.

All schools use a three scale system (O, S, U) to report student progress in effort and citizenship. Churchill reports its entire curriculum including effort and citizenship on a three scale system.

Individual conferences are held upon request of teachers, parents, counselors, or administrators. All schools schedule "Back to School Night" for group conferences. Two parent conferences are mandatory at Churchill.

Report cards are issued four times a year at the conclusion of each quarter.

High School (9-12) Summary

The high schools of the district primarily use A, B, C, D, F grades to communicate achievement. Seven high schools are using Pass-Fail. A-Pass-Fail, High School (9-12) Summary - continued

A-B-Pass-Fail, or Pass-Fail/letter grade choice in such courses as Physical Education, Driver's Education and Training, and in some elective English courses.

In addition, it appears that some teachers have the option of giving a Pass grade to students under special circumstances such as prolonged injury-related absences from Physical Education classes. The nine high schools are trying some form of variable credit determined by attendance or productive days. The nine high schools use some homogeneous grouping in academic classes and Physical Education.

The two continuation high schools' grading practices are not included in this report but do fall within the scope and meaning of the committee's final recommendations.

*ELEMENTARY SCHOOLS GRADING PRACTICE AND VARIATIONS

Forty-one elementary schools presently follow the district grading policy as described in the overview. However, nearly 70% of these schools have indicated some dissatisfaction with the present grading policy.

Eight elementary schools: Cambridge Heights, Del Dayo, Garfield, Greer, Howe Avenue, Lichen, Mariposa,and Whitney Avenue, have deviated from the district's procedures for reporting to parents. These schools believe that the standard reporting system does not meet their needs for reporting pupil progress to parents. Following are the reporting systems which vary from district policy.

CAMBRIDGE HEIGHTS

1. Conduct the parent conferences at the end of the first quarter using a form which meets the needs of the curriculum covered for that quarter.

2. Send progress reports home at the end of the second quarter. These forms have been developed, by grade levels, to report the students progress for curriculum covered during that particular quarter.

3. Conduct parent conferences at the end of the third quarter, using a form showing student's progress and curriculum covered for that quarter.

4. Same as second reporting procedure.

The conference form is used at the parent conference to explain the skills listed in each subject. The teacher writes comments on the form and the parents take a copy of the form home for future reference. The staff at Cambridge Heights feels that they are able to move each child through the various required subjects at the individual child's rate of learning and that they can continually report the child's progress as he moves from level to level. The staff is currently in the process of making additional changes in the reporting system to improve further the reporting processes.

A survey of parents in the Cambridge Heights attendance area indicated that of 220 families surveyed, 109 responses were received. One hundred responses favored the use of the conference form idea. Five were moderately opposed.

DEL DAYO

1. First reporting period, a parent/teacher conference is held. Some three way (parent/teacher/child) conferences are held. Report cards are completed and distributed at conference.

2. Second reporting period, progress report for 1 - 6 level with a check system listing skills for each subject area. Reports only a "satisfactory" or "needs improvement" progress, $\underline{-}$ or $\underline{+}$ allows differentiation on "needs improvement". Effort grades have been deleted.

3. Third reporting period follows district policy, progress report or conference as teacher deems necessary.

4. Fourth reporting period is same as second reporting period.

GARFIELD

1. Three reporting periods are held during the year. At each reporting period conferences are held between teacher, parent and when appropriate the child. The first reporting period is held in November, second in February, and third in June.

2. Each report includes three forms. Reading skills levels are marked in correlation with R.I.M. S. Competency in Math concepts are marked according to mastery of skills. All other subject areas are reported in narrative. General behavior and work study skills are also narrative.

Parent survey March, 1973. Purpose of survey is to provide information to further improve our reporting to parents process we recently implemented.

1. Did conference provide you with understanding of your child in following areas:

a.	Academic Progress	Yes 216	No 1
b.	Relationship with other students	Yes 220	No 7
c.	School and classroom behavior	Yes 217	No 1

2. Did conference provide you with understanding of how you can help your child in above areas if needed?

   Yes 215 No 1

3. Were your questions answered to your satisfaction?

   Yes 217 No 0

4. Do you think this reporting system better informs you of your child's progress in school than the previous reporting system?

   Yes 188 No 20

5. Comments: 82 received, of these 82 - 80 were supportive, 2 were negative, and 5 suggestions for improvements. Two were implemented this year.

GREER

1. For the first reporting period parent/teacher conferences are held to report pupil progress.

2. For the second reporting period Greer has developed their own pupil progress form which is a combination of narrative and check list by skill areas. The child's progress is marked with "S" for satisfactory and "M" for more progress necessary.

3. The third reporting period is the same as the second. Selected parent-conferences are conducted in conjunction with the issuing of the Pupil Parent Progress Report. Conferences are held with parents of students that are:

   a. New to the school since the last parent conference period was scheduled.
   b. Significant change in a pupil's progress since the last reporting period or parent conferences.

HOWE AVENUE

Individual academic progress report is developed for each grade level. These reports specify by subject area certain skills the child should complete and/or master for the grade level. As the child completes and/or masters a skill it is indicated by a color in the box of that skill area (i.e. yellow-first quarter, orange - second quarter, red - third quarter, green - fourth quarter). In this way the parents can see the child's continuous progress. The child and teacher mark the report together, thus the child is well informed of his academic progress.

1. First conference held in the fall is for the purpose of explaining to the parents the coding system used as well as reporting the child's progress.

2. Second reporting period the "reporting form" is sent home along with a key which lists skills and their code numbers.

3. Third reporting period the "reporting form" is sent home or a three way (parent/teacher/child) conference is held as teacher deems necessary.

4. Fourth reporting period same as second.

Of 258 families surveyed in 1973, 93% of K-6 parents were in favor of the current reporting system. In a follow-up meeting of 115 people, 111 were in favor of the traditional grading system.

LICHEN

1. First reporting period is conference. Usually three way, parent/teacher/child. The continuous Progress Report form is used throughout the year to report to parents and pupils their progress. This form is a check list, with some narrative, by categories of skills mastered or completed.

2. Second reporting period is the Continuous Progress Report. This form is filled out and sent home.

3. Reporting form and/or conferences if the teacher feels it is necessary. Teachers are encouraged to conference with most, if not all parents. Same Continuous Progress Report is filled out.

4. Fourth reportingperiod is the same as the second reporting period.

A survey conducted January, 1974, revealed the following:

SURVEY RESULTS: Do you like this continuous progress report better than the report card we have had in the past?

Yes 157 No 171

Do you think this continuous progress report is helpful in getting a picture of how your child is doing?

Yes 188 No 142

Do you think it will be easy to understand after you get used to it?

Yes 201 No 111

Do you understand the continuous progress report?

Yes 273 No 48

Currently there is a committee of parents and teachers involved in making necessary changes in this form to communicate to parents and child the child's academic progress.

MARIPOSA AVENUE

1. Conduct teacher/parent and according to teacher choice--child conferences at the end of the first quarter. The teacher completes the parent reporting form indicating certain skills the child has acquired and/or mastered.

2. Reporting form completed by teacher indicating child's progress for that quarter. Conference held as teacher feels necessary.

3. Conference or report.

4. Same as second.

In a survey prior to June, 1973, a majority of parents responding favored the narrative form then in use for reporting pupil progress.

In June, 1973, another survey was done for opinion on a new form then developed. This form (now in use) lists skills by area - reading, math, communication. It provides for Book Title in each subject.

Parents were asked if this form tells them what they need to know about their child's progress in school.

Strongly Agree	103	
	2	would also like letter grades
Agree	119	
	16	also want ABC grades
Disagree	12	
Strongly Disagree	15	
No Opinion	2	
	269	

WHITNEY

1. Continuous progress report is completed by the teacher each quarter. This report is designed to measure the progress of the child in terms of the teacher's judgment of his maturity and ability. Comparison with other children, or groups of children, is avoided.

2. The individuals' progress is indicated, at the skills level by:

O - Outstanding

S - Satisfactory

M - Moderate

N - Not satisfactory

Some narrative is added.

3. Conferences are held in fall and spring according to District policy.

ADDITIONAL MODIFICATIONS AND CONCERNS

Among the remaining forty-four schools that are using conventional form (report card and parent individual conference) of reporting to parents:

1. Twenty -four of the twenty-eight schools contacted by this committee indicated a dissatisfaction with the present grading system as a means of reporting students' progress to parents.

2. Seven schools have initiated some steps towards exploring a new reporting system. Three schools have ceased efforts for change awaiting recommendations from this task force.

3. Twenty-four schools expressed concerns regarding district grading practice. These concerns arise from the apparent difficulty in establishing consistent standards as to the meaning and interpretation of letter grades because of their subjective nature.

4. Four schools follow the district policy with some variations to the report card:

    a. Pershing: include a written report with grades. Additional comments teacher wishes to add to the grades.

    b. Creekside: uses traditional card, lists only levels for math and reading under achievement.

    c. Cottage Way: uses traditional card, except they add a supplemental report to parents regarding the reading progress of the child.

    d. Harry Dewey: changes in parent/teacher conferences, they use their own form which is more specific; listings of skills.

* INTERMEDIATE SCHOOLS GRADING PRACTICE AND VARIATIONS

(Grades 7-8)

All eleven intermediate schools record and report student progress in three areas: (1) achievement, (2) effort, and (3) citizenship.

Though the A, B, C, D, F grading system is primarily used among the majority of intermediate schools, all intermediate schools have implemented other grading systems to record and report student progress in Physical Education, some electives, and some academic subjects.

With the exception of Winston Churchill School, all schools use A, B, C, D, F with plus and minus to record and report student "achievement" in most academic areas.

Individual parent/teacher conferences are conducted on a request basis. One school schedules parent/teacher conferences twice yearly. A, B, C, D, F Plus and Minus (5 to 13 Scale Grading System)

All schools schedule "Back to School" as a program for group conferences. Some schools conduct "Community in Action" which is a program designed to invite, in small groups, all parents in the school community to visit the school and discuss school programs with the principal and members of the school staff.

Data processing is used by some schools to prepare student report cards. A few schools have designed their own report card, which is filled in or completed by the teacher.

VARIATIONS

APU (APF, OSU or a Three Scale Grading System)

All schools in the Intermediate Division report "effort" and "citizenship" on a three scale grading system using "O" for outstanding, "S" for satisfactory, and "U" for unsatisfactory. Winston Churchill records and reports student achievement of its entire curriculum in a similar manner using an APU grading system.

Arden, Barrett, and Will Rogers use a three scale grading system to record and report progress in Physical Education.

Pass/Fail (Two Scale Grading System)

To record and report student progress in Physical Education, six of the eleven schools (Arcade, Carnegie, Howe, Jonas Salk, Sylvan, and Pasteur) use Pass/Fail. Howe Avenue Intermediate School also uses the two scale grading system on an individualized basis in their Reading and Math developmental or remedial classes.

Pasteur uses the A, B, C, D, F system to record and report progress in Physical Education, while the remaining four intermediate schools use the three scale grading system as previously described.

Levels and Slow Learners

Arden, Will Rogers, Carnegie and Howe record and report student level of ability in some academic subjects in order to provide grades on a more individualized basis. Students are identified in three to four levels of ability ranging from low to high potential. To deal with the slow learners on an individualized basis, the other intermediate schools, with the exception of Winston Churchill, record and report student progress by placing an asterisk before the letter grade using the A, B, C, D, F grading system. Prior to issuing the report cards, a letter is sent to all parents whose child is receiving an "asterisk grade" to describe the individualized grading system for students whose performance is below grade level.

Parent/Teacher Conferences

All schools conduct parent/teacher conferences upon request of the parent and/or teacher. In addition, Winston Churchill Intermediate School schedules two parent/teacher conferences yearly as a part of their APU grading system.

GRAPHIC SUMMARY

In order to pictorialize the variations in grading practice at the intermediate level, Attachment H is provided showing each of the specific practices of the eleven schools.

*HIGH SCHOOL GRADING PRACTICE AND VARIATIONS
(Grades 9-12)

The district's nine comprehensive high schools use primarily the letter grade system, A, B, C, D, F in most courses. Seven schools have variations such as Pass-Fail, A-Pass-Fail, etc., in selected subject areas as mentioned in the overview of practices. The information is current as of April, 1974, with the data having been obtained by reference to the Grade Distribution Report, First Semester, 1974, published by the district department of Research and Evaluation, February, 1974, and through contact with district administrative personnel at the various high schools.

VARIATIONS

BELLA VISTA

Credit	Productive days for credit - Students are given 1 credit for each 16 days of productive class work.

CASA ROBLE

Credit	Girl's P.E. - Partial credit--1 quarter - 9 weeks or 45 days = 2½ credits. Credit is based on attendance and participation. Partial credit is given for Industrial Arts. There are quarter classes for English.

DEL CAMPO

Marking	Driver Training	Pass/Fail
	Girl's P.E.	Choice Pass/Fail or letter grade
Credit	Boy's P.E. - For 17 absences, personal or medically excused, the semester potential of 5 credits is reduced by one.	

EL CAMINO

Marking	Study Hall	Pass/Fail
	Driver Training	Pass/Fail
	Building and Grounds Assistant	Pass/Fail
Credit	Boy's and Girl's P.E. - Credit is earned for productive class work. 15 days = 1 credit.	

cont.

ENCINA

Marking	Horticulture	Pass/Fail or letter grade
	Survey of Phil Lit	Pass/Fail
	Art	Pass/Fail or letter grade
	Girl's P.E.	

Credit Girl's P.E. Credits are earned through productive class work. 15 days = 1 unit credit

LA SIERRA

Marking	English Dir Project	Pass/Fail
	Math Dir Project	Pass/Fail
	Social Studies Dir Project	Choice of letter grade or Pass/Fail
	Science Ind Study	Pass/Fail
	Office Assistant	Pass/Fail or grade A-D
	Library	Pass/Fail or grade A-D
	Fundamentals/Drama	Pass/Fail or grade A-D
	Drama Workshop	Pass/Fail or grade A-D
	Creative Writing	Pass/Fail or grade A-D
	Voc Training	Pass/Fail
	Work Studies	Choice, Pass/Fail or letter grade
	Driver Training	Pass/Fail
	Gymnastics	Pass/Fail
	Girl's P.E.	A/Pass/Fail
	Girl's P.E. 1X	A/Pass/Fail
	Adapted P.E.	Pass/Fail

Credit A pilot program is in progress in Business Education, Home Economics, and Industrial Arts, giving one unit of credit for a minimum of 17 days' attendance and participation.

MIRA LOMA

Marking	Driver Education	Pass/Fail
	Driver Training	Pass/Fail
	Girl's P.E.	Choice Pass/Fail or letter grade

Credit Girl's and Boy's P.E. Credit is earned for productive days of class work.

cont.

RIO AMERICANO

Marking	Algebra I: Two classes are on a pacing program. Grades are given until the completion of the course, then letter grades are recorded with credits.	Pass/Fail
	Driver Ed	A through F
	Remedial Reading	Pass/Fail
	Driver Training	Pass/Fail
Credit	Girl's P.E. - Partial credit is based on productive days in class. 17 hours = 1 unit credit.	

SAN JUAN

Marking	English Special Ed	Pass/Fail or letter
	Personal Psychology and Family Rel.	Pass/Fail or letter
	Math Special Ed	Pass/Fail or letter
	Boy's P.E.	A/Pass/Fail/or letter
Credit	One semester credit is given for each 16 days of productive attendance in English, Home Economics, Industrial Arts, Physical Education, and Elementary School Aide Program.	

In addition to the above, it appears some teachers have the option of giving (on a very limited basis) a pass grade to the students under special circumstances.

GRAPHIC SUMMARY

In order to compare more nearly completely and pictorialize the variations in grading practices, granting of credit, and ability group procedures, ATTACHMENT I, Summary of Secondary Evaluation Practices, and ATTACHMENT J, Achievement Level Data have been included as part of this report.

APPENDIX

7

Attachment A	Memorandum of C.E.C. Agreement November 8, 1973
Attachment B	Charge to Committee Board Agenda Item I-5b November 13, 1973
Attachment C	Committee Membership January 18, 1974
Attachment D	Study Timeline with Modifications
Attachment E	Present District Policy
Attachment F	Initial Meeting Agenda
Attachment G	Philosophy and Goals
Attachment H	7-8 Graphic Summary
Attachment I	9-12 Graphic Summary
Attachment J	9-12 Achievement Level Data

ATTACHMENT A

SAN JUAN
CERTIFICATED EMPLOYEES COUNCIL

DATE November 8, 1973

MEMORANDUM
OF AGREEMENT: RE ITEM NO. 1971-12 TITLED: "Complete - Incomplete" Grading System

THE ABOVE ITEM WAS THE SUBJECT OF NEGOTIATIONS BETWEEN THE BOARD'S REPRESENTATIVE AND THE CEC PURSUANT TO DIRECTION GIVEN BY THE PRINCIPLE PARTIES. AS A RESULT OF SUCH NEGOTIATIONS THE FOLLOWING DISPOSITION OF THIS ITEM HAS BEEN AGREED TO:

1. TO RECOMMEND THE ABOVE ITEM FOR ACTION BY THE PRINCIPLE PARTIES, WITH CHANGES AS INDICATED:

A. It is agreed to recommend that the Board of Education establish a representative, district wide committee for the purpose of studying various grading systems.

B. The charge to the committee will include:

1. To research various grading systems.
2. From this research to develop and recommend a ~~viable~~ [illegible] pattern for various grade levels. gpc
3. To provide an opportunity for teachers, students, and parents to participate in development of various grading practices.
4. To make public the findings and recommendations of the study by April 15, 1974.

2. TO RECOMMEND IMPLEMENTATION OF THE ITEM, IF ADOPTED, IN THE FOLLOWING MANNER:

A. Composition of the Committee

1. 3 teachers each level
2. 3 administrators (building) Representing K-6, 7-8, and 9-12.
3. 1 psychologist
4. 1 director R & D
5. 1 parent each level
6. 3 students

B. Teachers will be appointed by a process established by the CEC. The others will be appointed by the Board.

THE FOREGOING DISPOSITION OF THE ITEM (INCLUDING ANY ATTACHED DOCUMENT) SETS FORTH THE UNDERSTANDING OF THE CEC AND THE BOARD'S REPRESENTATIVE, AS OF THIS DATE. ANY AGREEMENT CONTAINED HEREIN IS CONSIDERED TENTATIVE BY BOTH CEC AND THE BOARD'S REPRESENTATIVE PENDING THE RATIFICATION OF IT BY SJTA AND THE ADOPTION OF IT BY THE BOARD OF EDUCATION, SJUSD.

James R. C[illegible]
Board's Representative

[illegible] F. Schroeder
Chairman, CEC

H. REGULAR BUSINESS ITEMS (continued) **BEST COPY AVAILABLE**

ATTACHMENT B

(III-1)

6. Paper Supplies - Bid #74-131 - Opened 11/1/73

Comment: Requests for bids for paper supplies to be stocked in the warehouse were sent to 17 companies with five responding. This bid covers the ruled binder paper originally bid by the Sacramento Area Joint Powers Purchasing Group and ordered from Start Rite Stationers (P.O. #6-4-44914). Start Rite Stationers' supplier, Converting West, filed bankruptcy and now Start Rite cannot furnish this material at the bid price. The Sacramento Area Joint Powers Purchasing Group is taking necessary legal action to exercise their rights under the performance bond submitted by Start Rite Stationers.

Action: Recommendation of the administration that the bids of H. S. Crocker in the amount of $312 and of Diamond International in the amount of $10,915.20 be accepted. In all cases there was competition and the low bid meeting specifications was recommended for award.

7. Easement to SMUD - Arcade Intermediate School

Previously discussed: 10/23/73

Action: Recommendation of the administration that resolution No. 780, granting a right-of-way for underground electric power lines on Arcade Intermediate School property to the Sacramento Municipal Utility District, be adopted.

8. County Services Agreement, 1973-74

Previously approved: 10/10/72. Material provided.

Action: Recommendation of the administration that the amended agreement between the San Juan district and the Sacramento County Superintendent of Schools covering educationally handicapped, hearing screening, television and library services [illegible] information and dissemination service project in the amount of $123,106.21 for the 1973-74 school year be approved.

9. Gifts to Schools

Action: Recommendation of the administration that the following gifts to schools be accepted and that letters of appreciation be directed to the donors:

Andrew Carnegie Intermediate School

From Dr. Irving Laterkyn, a Thermo-Fax copy machine valued at $200.

Greer Elementary School

From Mr. and Mrs. James Parkinson, a Hoover upright vacuum sweeper with attachments valued at $30. From the Greer School PTA, curtains for the stage valued at $313.

Billy Mitchell Elementary School

From the Billy Mitchell Parent Club, $266.10 for class field trips during the 1972-73 year.

District - Adopted Cntr for Handicapped Minors

From Mr. and Mrs. F. Brittain McConnell, $100 in appreciation for the benefits and happiness our schools have brought to his granddaughter.

I. STAFF ITEMS

1. Maintenance & Operation Job Descriptions

Position included in budget: 6/7/73; previously discussed: 9/25/73. Material provided.

Action: Recommendation of the administration that the job description for maintenance scheduler be approved, with placement on the classified salary schedule at range 39; and that the revised job descriptions for chief of mechanical systems maintenance and chief of building maintenance be approved.

2. Sabbatical Leaves, 1973-74 Spring Semester

Material provided.

Action: Recommendation of the administration that the requests of five certificated employees of the district for sabbatical leaves for the spring semester of the 1973-74 school year be approved; and that the request of one certificated employee for a sabbatical leave for the spring semester of 1973-74 and the fall semester of the 1974-75 school year be approved, with the funding for the fall semester leave to be included in the 1974-75 budget.

3. Staff Development Program

Material provided.

Action: Recommendation of the administration that the staff development program as proposed be approved for implementation at a cost of $44,980 from the district's general fund.

4. Executive Session 6:30 - 7:25 p.m.

It is necessary to schedule an executive session in order for the Board to give direction to its representative to meet/confer sessions with the Certificated Employees Council regarding appropriate matters.

5. Meet/Confer Items - CEC

Material provided.

Action: Recommendation of the Board's representative and the administration that the following items which have been tentatively agreed upon be approved: (a) faculty facilities standards; (b) grading system study; and (c) policy re participation in politics by certificated employees.

J. REVIEW OF NOV. 20 AND NOV. 27 TENTATIVE BOARD AGENDAS

K. SUGGESTIONS/COMMENTS FROM BOARD MEMBERS

L. MOTIONS TO RECONSIDER

M. VISITOR COMMENTS

I-3b
11-13-73

(III-2)

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SAN JUAN
CERTIFICATED EMPLOYEES COUNCIL

DATE November 8, 1973

IEMORANDUM
F AGREEMENT: RE ITEM NO. 1971-12 TITLED: "~~Complete - Incomplete" Grading System~~ Grading Systems

HE ABOVE ITEM WAS THE SUBJECT OF NEGOTIATIONS BETWEEN THE BOARD'S REPRESENTATIVE AND THE EC PURSUANT TO DIRECTION GIVEN BY THE PRINCIPLE PARTIES. AS A RESULT OF SUCH NEGOTIATIONS HE FOLLOWING DISPOSITION OF THIS ITEM HAS BEEN AGREED TO:

. TO RECOMMEND THE ABOVE ITEM FOR ACTION BY THE PRINCIPLE PARTIES, WITH CHANGES AS INDICATED:

A. It is agreed to recommend that the Board of Education establish a representative, district wide committee for the purpose of studying various grading systems.

B. The charge to the committee will include:

1. To research various grading systems.
2. From this research to develop and recommend a viable pattern for various grade levels.
3. To provide an opportunity for teachers, students, and parents to participate in development of various grading practices.
4. To make public the findings and recommendations of the study by April 15, 1974.

TO RECOMMEND IMPLEMENTATION OF THE ITEM, IF ADOPTED, IN THE FOLLOWING MANNER:

A. Composition of the Committee

1. 3 teachers each level
2. 3 administrators (building) Representing K-6, 7-8, and 9-12.
3. 1 psychologist
4. 1 director R & D
5. 1 parent each level
6. 3 students

B. Teachers will be appointed by a process established by the CEC. The others will be appointed by the Board.

FOREGOING DISPOSITION OF THE ITEM (INCLUDING ANY ATTACHED DOCUMENT) SETS FORTH THE ERSTANDING OF THE CEC AND THE BOARD'S REPRESENTATIVE, AS OF THIS DATE. ANY AGREE-T CONTAINED HEREIN IS CONSIDERED TENTATIVE BY BOTH CEC AND THE BOARD'S REPRESENTATIVE DING THE RATIFICATION OF IT BY SJTA AND THE ADOPTION OF IT BY THE BOARD OF EDUCATION, SD.

James R. Cowan
oard's Representative

[illegible] R. Schroeder
Chairman, CEC

Easement to SMUD - Arcade School (H-7)

It was moved by Mrs. Irwin, seconded by Mr. West, that resolution no. 780, granting a right-of-way for underground electric power lines on Arcade Intermediate School property to the Sacramento Municipal Utility District, be adopted.

Motion carried unanimously.

County Services Agreement - Action Deferred (H-8)

Because of a question as to the library services being a budget item, approval of the county services agreement for 1973-74 was deferred until the Nov. 20 Board meeting.

Gifts to Schools (H-9)

It was moved by Mrs. Irwin, seconded by Mr. Wrenn, that the gifts to Carnegie, Greer, Billy Mitchell School and the district's Developmental Center for Handicapped Minors be accepted and that letters of appreciation be directed to the donors.

Motion carried unanimously.

Maintenance & Operation Job Descriptions Approved (I-1)

It was moved by Mrs. Irwin, seconded by Mr. West, that the job description for maintenance scheduler be approved, with placement on the classified salary schedule at range 39; and that the revised job descriptions for chief of mechanical systems maintenance and chief of building maintenance be approved.

Motion carried unanimously.

Sabbatical Leaves Granted (I-2)

It was moved by Mrs. Irwin, seconded by Mr. Wrenn, that the requests of five certificated employees of the district for sabbatical leaves for the spring semester of the 1973-74 school year be approved; and that the request of one certificated employee for a sabbatical leave for the spring semester of 1973-74 and the fall semester of the 1974-75 school year be approved, with the funding for the fall semester leave to be included in the 1974-75 budget.

Motion carried unanimously.

Meet/Confer Items Approved - CEC (I-5)

I-5b It was moved by Mrs. Irwin, seconded by Mr. West, that faculty facilities standards and grading system study be approved, with a committee to be established to study the various grading systems.

Motion carried unanimously.

Future Agenda Items (J)

Agenda items for the Nov. 20 and 27 Board meetings were reviewed. The request for approval of a differentiated staffing plan for Mesa Verde High School will be scheduled for two meetings, with discussion on Nov. 27 and action on Dec. 11.

Consent Calendar Suggested

It was suggested by Mrs. Irwin that a consent calendar be used for regular business items, thereby eliminating much of the Board's time in approving each item separately. Input from the superintendent was requested.

Adjournment

There being no further business, the meeting was adjourned at 12:50 a.m.

Robert G. Walters, President

Ferd. J. Kiesel, Exec. Secty.

Approved 5-28-74

FJK:bb

ATTACHMENT C

COMMITTEE MEMBERSHIP

TEACHERS (C.E.C. appointees)

Elementary	1.	Dee Ann Angelo	Lichen
	2.	Bart Carlson	Creekside
	3.	Sally Weinland	Deterding
7-8	1.	Nancy Doran	Will Rogers
	2.	Pete Garrett	Churchill
	3.	Virginia Hall	Pasteur
9-12	1.	Janet Bee	Rio Americano
	2.	Rod Kuehne	La Sierra
	3.	Dave Terwilliger	San Juan

ADMINISTRATORS (District appointees)

Elementary	1.	Bob Green	Garfield
7-8	2.	Ferd Galvez	Churchill
9-12	3.	William Bode	Del Campo

PSYCHOLOGIST (District appointee)

1. Donna Stringall

RESEARCH (C.E.C. appointee)

1. Phil Oakes

PARENTS (P.T..A. appointees)

1.	Diane Kurtz	Elementary
2.	Ramona Lavell	7-8
3.	Ingrid Puglia	9-12

STUDENTS (Student Council appointees)

1. Darcie Bradbury
2. Becky Cull
3. Marcia Studley

ATTACHMENT D

TO: Members of Grading Systems Study Committee

FROM: Cornelia Whitaker

Date: April 12, 1974

GRADING TASK FORCE TIME LINE/RESPONSIBILITIES

TASK	PEOPLE RESPONSIBLE	DATE/TIME	PLACE
1. Read documents - check for accuracy	All committee members		
2. Check for accuracy the compilation of grading systems			
Elementary	Bob Green Sally Weinland Dee Ann Angelo Bart Carlson	April 19	Chairman to select place
Intermediate	Ferd Galvez Virginia Hall Pete Garrett Nancy Doran Ingrid Puglia Ramona Lavelle	April 22	Chairman to select place
High School	Cornelia Whitaker Janet Bee Rod Kuehne Dave Terwilliger Marcia Studley	April 22 - 8:30 a.m.	Cornelia Whitaker's Office

cont.

GRADING TASK FORCE TIME LINE

TASK	PEOPLE RESPONSIBLE	DATE/TIME	PLACE
3. Develop philosophy/rationale statement	Cornelia Whitaker Ferd Galvez Diane Kurtz Ingrid Puglia Donna Stringall Becky Cull Dee Ann Angelo	April 30 - 1:00 p.m.	Cornelia Whitaker's Office
Special Assignment: Bring information on how failure affects child	Ferd Galvez Donna Stringall		
4. SEND ALL INFORMATION TO CORNELIA WHITAKER'S OFFICE		MAY 1	
5. Prepare recommendation to Board	Total committee	MAY 3 - Cornelia Whitaker's Office	

ADDITIONAL CONSIDERATIONS:

1. Surveys to parents should be intensive and extensive.
2. There is a need to involve those members of the community who do not have children in school.
3. Consideration should be given to an orientation program that permits parents to become fully aware of evaluating/grading practices.
4. In regard to philosophy statement, it should be remembered that a grade becomes a matter of permanent record for each child.

CSW:er
4/12/74

ATTACHMENT E

PRESENT POLICY

PRESENT POLICY AND PROCEDURES GOVERNING REPORTING PUPIL PROGRESS TO PARENTS

5121

Policy

It shall be the policy of the San Juan Unified School District to inform parents of the progress made by their children in school.

The report shall inform the parents of academic status in comparison to other children of the same grade level and individual effort and ability.

Procedures Governing Reporting Pupil Progress to Parents

I. Methods of Reporting

Three methods of reporting shall be (A) group conferences, (B) individual conferences, and (C) report cards.

A. Group Conferences

The purposes of the group conference are:

1. To inform parents of the goals of the school
2. To inform parents of the objectives of each grade level
3. To interpret the program, curriculum, and special services
4. To specify procedures to be followed
5. To suggest methods of cooperation between home and school

Group conferences will be conducted at the beginning of the year under the following plan:

Kindergarten	Before or during the first week of school
Grades 1 - 8	During September or October
Grades 9 - 12	Group conferences to be encouraged as a parent back-to-school night activity

B. Individual Conferences

The purpose of the individual conference is to inform the parent of the educational progress of the child. At this time, the teacher and parents discuss test scores, review selected samples of typical pupil work, discuss the child's work habits, and discuss ways in which they might cooperatively help the child.

Individual conferences will be conducted under the following plan:

Kindergarten	One yearly individual conference to be scheduled any time during the school year.
Grades 1 - 6	End of 1st quarter. A week of individual conferences scheduled on minimum days established for this purpose. End of 3rd quarter. A week of individual conferences scheduled on minimum days established for this purpose.
Grades 7 & 8	One individual conference to be scheduled during the year.

C. Report Cards are to be issued under the program as follows:

Grades 1 - 6	The report card will be issued at the end of the 2nd and 4th quarters.
Grades 7 & 8	The report card for these grade levels will be issued after each quarter.
Grades 9 - 12	The IBM report cards will be issued after each quarter.

II. Grading

A. Physical Education Grading 7-12

1. A proportionate grading value will be given for each of the following objectives. Grading will be based on a minimum of three areas per quarter and a maximum of four.

    (a) Physical development--one-fourth to one-half (Total physical fitness; muscular strength and endurance, cardiovascular endurance, flexibility, power, agility, and balance.)

    (b) Physical education skills--one-fourth to one-half (Skills as defined in the district course of study for each grade.)

    (c) Physical education knowledge--one-fourth to one-half (Knowledge experienced in: rules, strategy, first-aid, personal hygiene, physical fitness, health, and the need and reason for each facet of the program.)

    (d) Individual development--one-four to one-half (Participation, teamwork, leadership, and adhering to the rules of the games and activities.)

Any one of the four components may be weighed a minimum of one-fourth and a maximum of one-half in a given quarter.

2. Citizenship

   (a) Responsibility in relation to school or department rules
   (b) Tardiness - truancy
   (c) Respect for others and property
   (d) Attitude
   (e) Cooperation

3. Final grade is at the discretion of the teacher in the best interest of the student.

Educational Services Division
Adopted by the Board of Education 10/26/61
Revised by the Board of Education 1/12/65

Cross Reference
Policy 5121

SAN JUAN UNIFIED SCHOOL DISTRICT
in Suburban Sacramento
FERD. J. KIESEL, Superintendent of Schools
3738 WALNUT AVENUE • CARMICHAEL, CALIFORNIA 95608 • Telephone 484-2204
CORNELIA WHITAKER, Director of Secondary Curriculum

February 28, 1974

ATTACHMENT F

To: Members of Grading Systems Study Committee

Enclosed are materials regarding grading systems in the San Juan District prepared by previous committees. Please read these materials before our first meeting FRIDAY, MARCH 8, 8:30 a.m. - 3:30 p.m., in Cornelia Whitaker's office in the district office. The charges to this committee are as follows:

1. To research various grading systems;
2. From this research to develop and recommend a viable pattern for various grade levels;
3. To provide an opportunity for teachers, students, and parents to participate in development of various grading practices; and
4. To make public the findings and recommendations of the study by April 15, 1974.

I have already taken care of item number one by sending out to division heads and the high school principals a request for them to review the material in the packet that is related to their schools' grading practices. The responses indicate that the grading practices described have not changed a great deal.

****

Our AGENDA for the first meeting will be as follows:

1. To discuss prevailing grading systems
2. To ascertain that indeed these reports are accurate
3. To discuss strategies for accomplishing items two, three, and four of the charges to this committee.

CSW:er
cc: Floratos, Goulard, Jackson, Kiesel, Stremple

ATTACHMENT G

STATEMENT OF PHILOSOPHY AND GOALS

of the

GRADING SYSTEMS STUDY COMMITTEE

PHILOSOPHY

We believe that any evaluation system designed to report the intellectual growth of a student as a result of educational experiences provided by the schools is essentially a communication system. It should be recognized that while it is necessary to record a student's progress for various uses, the system's purpose is to promote the welfare of the student.

GOALS

1. Evaluation systems should provide a constructive medium for exchange of information and interaction between the home and the school about the student's progress and growth in the following areas:
    1.1 levels of achievement in basic skill areas
    1.2 emotional/personal development
    1.3 social development
    1.4 physical development

2. The evaluation system should provide guidance for the teacher, parents, and student for enrichment or remediation to enhance the learning activities.

3. The evaluation system should provide for a continuous progress reporting from grade level to grade level, allowing each student to work at his own pace, (incurring neither the stifling of exceptional ability nor the debilitating effects of failure.)

4. The evaluation system should provide the student with information for self appraisal and self motivation for growth. This information should include objective appraisals of social and personal attitudes, efforts, talents, abilities, and achievements.

5. The student should understand the specific objectives of the course and how she/he will be evaluated in relationship to the stated objectives in the cognitive, affective and/or psychomotor domains.

6. Parents should be informed of the course objectives and criteria for evaluation.

ATTACHMENT H

BEST COPY AVAILABL

LETTER SAMPLE	A B C D F	P.F.	A P U (APF)	Plan Parent Conf.	Achievement Levels (Tracking)	(Level of Ability) Slow Learner	←Parent→Teacher Continuous Progress	Individualized	Definition of Terms
ARCADE									Slow Learner to be implemented
Academic	✓								Student graded competitively
Elective		✓							Consideration given to student
P.E.		✓							ability
Other									
RDEN									Teacher preference
Academic	✓				✓				2 systems
Elective	✓	✓			✓				3 grading systems
P.E.	✓	✓	✓						Foreign language
Other	✓	✓							
BARRETT									Some use PF and some use
Academic	✓					✓			ABCDF in electives.
Elective	✓	✓				✓			Slow learners identified.
P.E.		✓							
Other									
CARNEGIE									
Academic	✓				✓	✓			Students are graded against
Elective	✓	✓							grade level with allowance for
P.E.	✓	✓							individual ability.
Other									

ATTACHMENT H

BEST COPY AVAILABLE

LETTER SAMPLE	A B C D F	P.F.	A P U (APF)	Plan Parent Conf.	Achievement Levels (Tracking)	(Level of Ability) Slow Learner	-Parent--Teacher Continuous Progres	Individualized	Definition of Terms
CHURCHILL (Non tradition)									Students graded in comparison with others in class with consideration for individual ability.
cademic			✓	✓					
lective			✓	✓					
P.E.			✓	✓					
Other			✓	✓					
OWE AVE. (non tradition)									Students graded against class level and individual ability. Individualized grading in Reading.
cademic	✓	✓					Elem. ✓		
ective	✓	✓							
P.E.	✓	✓							
Other	✓	✓						Read. ✓	
ASTEUR									PF for illness in P.E. Students graded in comparison with others in class and on individual ability. Slow learners.
cademic	✓					✓			
lective	✓								
P.E.	✓								
[illegible]	✓								
WILL ROGERS									0 Below grade level - graded against ability
[illegible]	✓				(0-A) ✓				1 Remedial class
[illegible]	✓	✓							2 Grade level
[illegible]	✓	✓							3 Above grade level comparison in class.
[illegible]	✓	✓							

ATTACHMENT H

BEST COPY AVAILABLE

LETTER SAMPLE	A B C D F	P.F.	A P U (APU)	Plan Parent Conf.	Achievement Levels (Tracking)	(Level of Ability) Slow Learner	-Parent--Teacher Continuous Progress	Individualized	Definition of Terms
ONAS SALK									
Academic	✓					✓			Graded against grade level.
lective	✓	✓				✓			Slow learners identified if one
P.E.		✓							grade below.
Other	Agric.	✓							
ARR KING									Students' grade on effort and
cademic	✓								comparison with rest of class.
lective	✓								
P.E.	✓								
Other	✓								
LVAN									Students' grade on effort and
cademic	✓								comparison with rest of class.
lective	✓								
P.E.	✓								
Other	✓								
Academic									
lective									
P.E.									
Other									

SUMMARY OF SECONDARY EVALUATION PRACTICES

ATTACHMENT

BEST COPY AVAILABLE

	A, B, C, D, F,	Pass-Fail	A-Pass-Fail(APU)	A-B-Pass-Fail	Choice Pass-Fail or Letter Grade	Variable Credit	Ability Grouping	
BELLA VISTA						*		*Production days 1 semester credit for each 16 days of productive class work
Academic	x					x	x	
Elective	x					x		
Phys. Ed.	x					x		
Other						x		
CASA ROBLE								1. Quarter classes for English 2. Industrial Arts 3. 2½ semester credits for 45 days' attendance and participation
Academic	x					x 1	x	
Elective	x					x 2		
Phys. Ed.	x					x 3		
Other								
DEL CAMPO								1. Driver Training 2. Girls' Physical Education 3. Boys' Physical Education For every 17 absences one (1) semester credit is lost.
Academic	x						x	
Elective	x							
Phys. Ed.	x				x 2	x 3		
Other		x 1						
EL CAMINO								1. Study Hall, Driver Training, Building and Grounds Assistant 2. Girls' and Boys' Phy. Ed. 1 credit for 15 productive class days
Academic	x							
Elective	x							
Phys. Ed.	x					x 2	x	
Other		x 1						
ENCINA								1. Girls' Physical Education 2. Horticulture, Art 3. Girls' Physical Education 1 semester credit for each 15 days' productive attendance
Academic	x	x					x	
Elective	x				x 2			
Phys. Ed.	x			x 1		x 3	x	
Other								
LA SIERRA								1. English, Math, Dir. Proj. 2. Driver Training, Voc. Studies 3. Social Studies Dir. Proj. 4. Pass/Fail or Grade A-D 5. Bus. Ed., Home Ec., I. Arts, 1 semester credit for each 17 days' attendance and participation
Academic	x	x 1			x 3		x	
Elective	x				x 4	x 5		
Phys. Ed.	x	x	x				x	
Other		x 2						
MIRA LOMA								1. Driver Education and Training 2. Girls' Physical Education 3. Girls' and Boys' Phys. Ed. Productive days' system
Academic	x						x	
Elective	x							
Phys. Ed.	x				x 2	x 3	x	
Other		x 1						
RIO AMERICANO								1. Driver Education 2. Two classes of Algebra I Until completion of course--then letter grade and credits are recorded 3. Remedial Reading, Dr. Tr.
Academic	x	x 2					x	
Elective	x							
Phys. Ed.	x							
Other	x 1	x 3						
SAN JUAN								1. English and Math Spe. Ed. 2. Boys' Phys. Ed.--A/Pass/Fail/Letter Grade 3. 1 semester credit for each 16 days' productive attendance
Academic	x				x 1	x 3	x	
Elective	x				x	x 3		
Phys. Ed.	x				x 2	x 3		
Other								

ATTACHMENT J

ACHIEVEMENT LEVEL DATA

Bella Vista	English - Basic High School Reading XL Math - Basic Math Foundations Geometry XL An Geom Cal XL Trig XL B.P.E. XL G.P.E. XL
Casa Roble	Counselors recommend certain classes but students are not programmed according to ability. Natural grouping by students themselves. Classes offered - High School Reading Basic Math Basic High School History
Del Campo	High School Reading Basic Math Math Spec. Advance Chem. XL
El Camino	High School Reading English - Regular - X Pre-tech Math - Pre-tech Foundations Algebra Foundations Geometry Social Science - Basic U.S. History G.P.E. XL B.P.E. XL
Encina	English - Basic X High School Reading Basic Math Algebra XL Geom. XL An Geom Cal XL Math Anal XL Chem XL Physics XL B.P.E. XL

cont.

La Sierra	Basic English	
	English 1 Spec.	
	Power Reading	
	Developmental Reading	
	Reading Clinic	
	High School Reading	
	X	
	XL	
	Basic Math	
	Foundations of Algebra	
	Algebra XL	
	Geom XL	
	Basic U.S. History	
	B.P.E. XL	
	G.P.E. XL	
Mira Loma	English -	Basic
		X
	Math -	Basic
		High School Arithmetic
		Foundations of Math
		4 semesters Algebra
		3 semesters Algebra
		3 semesters Geometry
	Science	BSCS XL
	B.P.E. XL	White
		Red
		Blue
Rio Americano	Power Reading:	For capable readers
	Basic Math:	High School Arithmetic
	Algebra 1:	2 classes on individual study basis
	Geometry:	(Plane and Solid) - Capable student
	Algebra 2:	More capable math student
	Math Analysis:	More capable math student
	Trigonometry:	More capable math student
	Advanced Placement/English	
	Honors Classes:	For Certified Gifted who wish to concentrate on advanced placement in history, foreign language, and other specialties.
	Gifted English:	2 classes for each level, i.e., level 1 Grades 9 and 10; level 2, Grades 11 and 12.

San Juan	An Geom Cal XL
	Basic Math
	Basic English
	X English
	Life Science BSCS
	High School Reading
	Humanities (Gifted)

CHAPTER IV

AN ANALYSIS

An analysis of the practicum suggests that the key to changing the grading policy in the San Juan Unified School District was the involvement of students, parents, and teachers in the change process along with resourceful leadership.

Parent, Student, and Teacher Involvement

The Grading Committee and the Advisory Committee were two important components in the effort to develop and implement an alternative grading system in six elementary schools, one intermediate school, and one high school in a contiguous attendance area. Their presence and participation are noted in all major efforts throughout the practicum. A similar broad base participation of students, parents, and teachers is also evident on the district task force in its successful effort to change the grading policy.

The Pilot Program and Articulation

The Winston Churchill School three-year pass/fail pilot program with an evaluation component, the modifications of the pass/fail system as a result of the evaluation, and the approval by the Board of Education of an APU grading system created the impetus and the appropriate environment for other schools to direct their attention towards a similar effort. The articulation process with a built-in component of parent liaison representatives and teachers provided the necessary process and assurance for schools in the contiguous attendance area to examine changes in their respective grading systems. The priority to upgrade the curriculum through written goals and objectives and a flexible schedule to implement the program are positive efforts of a change in the grading system.

It was noted that schools outside of the attendance area made use of the results of the pilot program and the process in a similar manner.

Negotiations and the Teachers Association

The use of the Teachers Association to negotiate with the Board of Education utilized the prestige and political force of the teachers to focus attention on the grading issue throughout the district. This provided leverage for Board approval for changing the grading policy.

The District Task Force

The approval of a budget and the use of district office personnel on the task force indicated a sincere interest and concern on the part of the Board to carefully examine the grading practices in the district. This action by the Board also indicated their readiness not only for a comprehensive examination of the grading practice but also to a change in policy.

Policy Procedures for Initiating and Implementing Change

The procedure to initiate and implement changes in the grading system was sensitive to the needs of individual school communities and emphasized the importance of parents, staff, and student involvement to the extent that any new grading system will require extensive inservice for staff, parents, and students on the new grading system.

Guidelines for New Grading System

Expressed in the policy is a belief that any grading system designed to report the performance and growth of a child is essentially a communication system whose purpose is to promote the welfare of the child. Therefore, grading systems must focus attention on a child's continuous progress from grade level to grade level with information for self-appraisal and self-motivation for growth.

CHAPTER V

EVALUATION

Summary

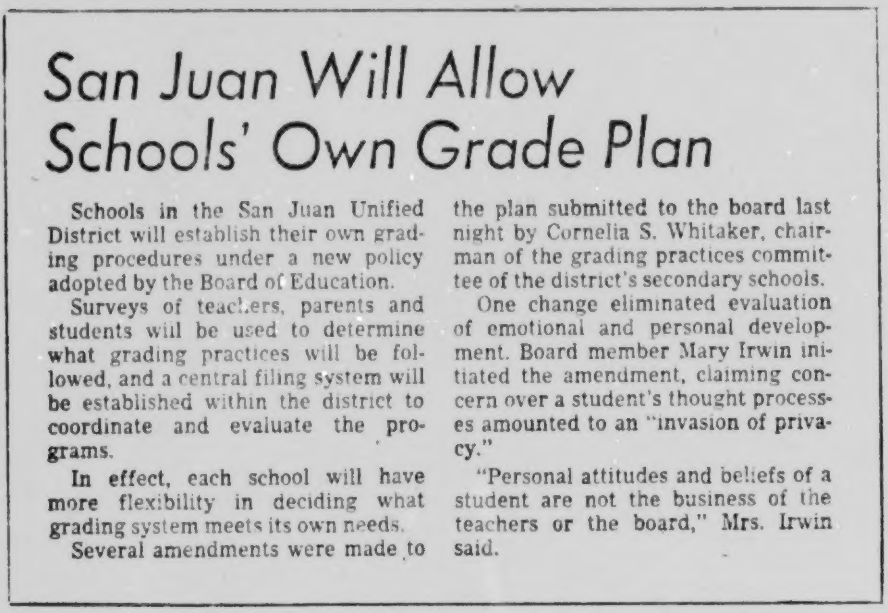
The purpose of this study was to change the grading system in one high school, one intermediate school, and six elementary schools in a contiguous attendance area from the traditional ABCDF grading system to an APU grading system and to change the grading policy in the San Juan Unified School District. This was accomplished. (See Table 6) (See Appendix K)

The review of the literature questions the accuracy of grades and strongly suggests that there is virtually no positive correlation between grades and future success in the real world. The problem in the public school system is that reward and failure revolve around grades. Those students who need encouragement the most and need to be involved to the highest degree are the very ones experiencing failure through grades. This cycle is not only destructive but also debilitating to large segment of the student population.

The initial impetus to change the grading system began in 1969 with a pass/fail grading system at Winston Churchill Inter-

TABLE 6

SACRAMENTO BEE ARTICLE ON POLICY ADOPTION



San Juan Will Allow Schools' Own Grade Plan

Schools in the San Juan Unified District will establish their own grading procedures under a new policy adopted by the Board of Education.

Surveys of teachers, parents and students will be used to determine what grading practices will be followed, and a central filing system will be established within the district to coordinate and evaluate the programs.

In effect, each school will have more flexibility in deciding what grading system meets its own needs.

Several amendments were made to the plan submitted to the board last night by Cornelia S. Whitaker, chairman of the grading practices committee of the district's secondary schools.

One change eliminated evaluation of emotional and personal development. Board member Mary Irwin initiated the amendment, claiming concern over a student's thought processes amounted to an "invasion of privacy."

"Personal attitudes and beliefs of a student are not the business of the teachers or the board," Mrs. Irwin said.

March 19, 1975

mediate School. This evolved to an APU system and was adopted by the Board of Education in 1972. By using the articulation process, moving students from one school level to the next school level each year, the writer shared the philosophy and rationale of the grading system and the process used to implement the grading system with elementary and high school principals and their respective staffs. The process included an identification of the problem with the present grading system, involvement of parents, teachers, and students and use of supportive data and research to provide a rationale for the recommended change. In addition, inservice programs were part of the process to provide teachers an opportunity to reevaluate their methods, techniques, and course objectives as well as to reexamine their attitudes toward student growth and development. The process encouraged teachers to place greater emphasis on parent/teacher conferences, particularly at the secondary level; and site administrators to develop a Community in Action program, a program that invites small groups of parents to the school each week.

Following the Board's adoption of the Winston Churchill School's APU grading system, changes were requested and also implemented in one high school and six elementary schools.

Because of contiguous attendance area, the elementary schools were able to drop the traditional grading system with minimal difficulty, however, the high school felt a tremendous need to move more slowly and retained the ABCDF grading system in several courses.

Although all schools in the practicum project were receptive to a two or three scale grading system, not all used the letters APU as was conceptualized in the solution of the proposed practicum, but adopted several variations. La Sierra High School, for instance, used three variations:

. Pass, Fail

. A, Pass, Fail

. Pass, Fail, or letter grade

The six elementary schools used one of the following:

. Acceptable, Needs Improvement

. Outstanding, Satisfactory, Needs Improvement

. Satisfactory, Needs Improvement plus, Needs Improvement minus

. Check list with three levels of achievement

. Narative report describing three levels of progress

- Continuous Progress
- Satisfactory, Unsatisfactory

Regardless, all schools utilized the same philosophical base, rationale, and procedures to implement a successful change. The following year, an additional six high schools, nine intermediate schools and nine elementary schools also requested and initiated changes in their grading system.

The involvement of the Certificated Employees Council through the San Juan Teachers Association to negotiate with the Board of Education to establish a committee to assess the present grading system and practices and to recommend viable alternatives triggered the second stage of the practicum. The increased number of elementary, intermediate and secondary schools deviating from the traditional grading system gave added support to the Certificated Employees Council in its effort to negotiate with the Board. The results of negotiations provided for a task force committee, its charge, and its composition. With the exception of a title change for the item "Complete-Incomplete Grading System" to just "Grading System", the entire item was negotiated in tact as originally presented by the teachers representative from Winston Churchill School to the Certificated Employees Council.

The Director of Curriculum was charged by the Board with the responsibility to work with the Certificated Employees Council to organize the task force committee and to carry out the tasks negotiated. The writer was one of three principals appointed to the committee by the Superintendent and was also appointed chairperson of one of three sub-committees composed of members of the task force committee. Twenty-one members made up the task force committee which included three elementary school teachers, three intermediate school teachers, three high school teachers, three students, three parents, three principals, one school psychologist, Director of Research and Evaluation, and the Director of Curriculum. It had its first meeting in March 1974 and has met throughout the summer and into the Fall Semester. In October 1974, the task force committee published its first draft of its findings and recommendations. During that period of time each sub-committee met a minimum of three to five times for all-day meetings. Teachers were relieved of their teaching responsibilities as needed to collect data, travel, or meet. Parents, students, teachers and administrators were surveyed, consulted, informed and involved in the task force's charge and objective.

In the preparation of the task force committee's recommendation to the Board, the first draft of its recommendations was presented to the Superintendent's Cabinet and each Administrator's Council, high school, intermediate school, and the four elementary school administrative councils, for input as well as for support. The final draft was completed in February for discussion and input from the Board.

On March 18, 1975 the Board of Education adopted a change in the district's grading policy to include a procedure to permit each school to modify the grading system to meet the need of its individual community.

Conclusion

Although several schools in a contiguous attendance area changed their grading system to a three scale grading system or a slight variation thereof, it is apparent to the writer that the proposal to change the district's traditional ABCDF grading system to an APU system did not result from the efforts of this practicum. However, the efforts of this practicum did, indeed, result in a change of District policy and procedures to permit individual schools to adopt a grading system appropriate to its curriculum and its community whether it be APU, Pass/Fail or O-S-N.

Recommendations

The result of this practicum to change the grading system in several schools in a contiguous attendance area and to change the grading policy in the San Juan Unified School District suggests several recommendations:

1. There is a misconception of the purpose of the grading system in the educational process. This must be recognized in order to formulate a philosophy and goals for any adopted grading system.
2. Change of any consequence is a difficult process in itself. Therefore, participation in the process by people affected by the change is extremely important. A change in the grading system requires the participation of parents, teachers, students, and administrators.
3. The use of political power and prestige through the teachers association, administrators association, parent groups, or any organization, is an effective tool in any change process.

4. Leadership and the participation of people with leadership qualities who believe in changing the traditional grading system are extremely important. Interestingly, they are available at all levels within the community structure of a school system. They must be identified, sought out, and utilized in the change process.

APPENDIX A

ALTERNATIVE GRADING SYSTEM

- Statement of Philosophy
- Goals and Objectives
- Implementation Design

APPENDIX A

WINSTON CHURCHILL INTERMEDIATE SCHOOL PASS AND FAIL GRADING PROGRAM

Statement of Philosophy

The traditional grading system is inconsistent and a contradiction to what we believe is the purpose of education. We believe that one of our major responsibilities as classroom teachers is to develop each student's capacity and potential to the fullest extent regardless of his station in life. Therefore, a marking or grading system which rewards and encourages students with high scholastic ability and condemns and discourages students with low scholastic ability is contrary to our basic philosophy of education.

The traditional grading system produces a variety of side effects that are detrimental to the welfare of the student. (1) There is a tendency for students to believe that getting good grades is the aim of education and, therefore, the important end that education provides. Educators contribute to this belief when the only motivation a class situation provides is the attainment of good marks. (2) The competition for high grades results in widespread cheating and dishonesty in order to circumvent competitive demands. A national study by William Bowers in 1964 indicates 55% of our college students in the country cheat to attain good grades.

(3) There is a debilitating impact on students who chronically fail when measured against a standard they cannot meet. This creates a separate camp between teachers and students. It stifles creativity and discourages students from developing their own goals.

With the emphasis on academic achievement, students who can achieve and maintain the established standard can reap the rewards of society. However, we as teachers cannot continue to ignore the responsibility we have to those who do not succeed. Those who fail cannot help but lose self-esteem and self-confidence. They have been proven inferior in those abilities most highly valued in our society and, as a result, resent and reject that society. We can no longer simply fail and hide their failures.

Rather than an instructional program that places emphasis on academic standards and intellectual abilities, learning opportunities should be provided to develop the whole child and the full range of his potentialities. Rather than competing with one another for grades in a lock-step manner, opportunities should be available, to work together to explore, identify, and develop the individual potential, interest, and ability of each student. In such an environment it is likely that a greater number of students could succeed and find a place in society where they could contribute, achieve, be respected and respect himself.

Goal and Objectives

The purpose for changing from the traditional grading system to the pass and fail grading system is (1) to alleviate unnecessary pressures that are brought to bear by grades, (2) to provide other means of motivation so that the emphasis of the educational program is on learning rather than grades, (3) to encourage a greater number of parent/teacher contacts either by parent conferences, telephone calls, or visitations and (4) to improve the quality of the instructional program in the classroom.

Description

The teacher shall state the criteria for a passing grade, or together with the student establish the criteria for a passing grade. Students who meet these criteria pass, those who do not fail. Students who fail have an opportunity to bring their work up to passing quality.

The pass and fail system is a form of blanket grading with pass being the blanket grade. It is also a form of the contract system where students are aware of the minimal criteria for passing. Lastly, the pass and fail system is a form of mastery approach, since the teacher can designate the level of mastery for the class as well as for individual students to pass the course.

Implementation

The pass and fail grading system will be implemented over a three year period as outlined below:

1. Spring 1969 - seek approval as pilot program from assistant superintendent in charge of division
2. Spring 1969 - orient seventh grade students, parents, and teachers to the pass/fail grading system
3. Spring 1969 - orient and communicate to students and parents of incoming seventh graders during the 6th to 7th grade articulation program to the pass and fail grading.
4. Fall 1969 - correspond with the parents of the incoming 8th grade students and get feedback regarding the pass and fail grading system.

5. 1969 - 70 - implement the pass and fail grading system the first year with all of the elective areas including reading and English. Reading because it lends itself to the pass and fail grading system and English because it is cored with reading.
6. 1970 - 71 - implement the pass and fail grading system the second year with all elective subjects with the exception of math and science.
7. 1971 - 72 - implement the pass and fail grading system for the entire school.
8. Spring 1972 - evaluate the pass and fail program

APPENDIX B

UPGRADING THE INSTRUCTIONAL PROGRAM

- School Philosophy
- Subject Goals and Objectives

APPENDIX B

WINSTON CHURCHILL INTERMEDIATE SCHOOL
PHILOSOPHY OF EDUCATION

We believe that each individual shall be accepted into the educational program as he is, that he shall be provided with a stimulating environment and learning experiences conceived to promote social, emotional, physical, and intellectual growth consistent with his abilities. Opportunities shall be provided each individual within the limits of his capacity. To provide these opportunities for all students, the entire staff at Winston Churchill Intermediate School has adopted the following goals:

- Ensure that all students will be able to function effectively in a democratic society.
- Ensure that all students will be able to make wise decisions about their careers.
- Ensure that all students achieve academically to their full potential.
- Ensure that all students develop a positive self-image.

CRAFTS

General Goals and Objectives:

Each student will be given the opportunity to develop skill and knowledge of shape and shape description, and sketching relative to simple isometric and oblique pictorial drawings which will ultimately be used in project planning.

Each pupil will be offered participant opportunities in casting, leatherworking, metal tooling and molding, modeling, jewelry making and lapidary, sculpturing, construction, enameling, woodworking, basketry, and weaving.

MATHEMATICS

General Goals and Objectives:

The student will be able to live more confidently, more responsibly, and more prudently as a result of the math program. The student will study in an appropriate, continuous program, geared to individual differences, in which he is challenged and in which he can succeed. The student will demonstrate the correlation of the math curriculum with the content of the other disciplines, and apply mathematics to tasks of everyday life.

The pupil will demonstrate proficiency according to each grade level in the following areas: language, precise vocabulary, knowing and understanding symbols, skill developments, computational skills, concepts, structural aspects of math, sensitivity to patterns, continuity-set theory, techniques, problem solving, and estimation and approximation.

SPELLING

General Goals and Objectives:

Each pupil will be able to transfer spelling skills to all disciplines by demonstrating understanding of the concept that correct spelling is one of the essential skills in written communication, development of the ability to identify and use the spelling patterns of English, recognize the concept of the relationship between handwriting and spelling, and the responsibility of the writer to develop both skills, and increasing competency in the use of a dictionary, glossary, and thesaurus as sources for the spellings, pronunciations, and meanings of words, thereby adding words continuously to spelling vocabularies as well as to listening speaking, and reading vocabularies, and knowledge of word etymology.

ART

General Goals and Objectives:

Each pupil will be provided opportunities which will foster qualities needed for appreciation, application, and creation of art.

Each pupil will be given experiences which will motivate transfer of learning activities to leisure time endeavors.

Each pupil will develop appreciation of the artistic aspects of his natural environment, the understanding of the influences of art and the artist in society, and the aesthetic achievements of man.

Each pupil will be given opportunity in applied developmental organization which will result in a unified form expressive of the artists intent using elements of line, shape, color, texture, light, and space.

Each pupil will be given opportunity in organizing the elements of art to create unity in his composition by following the principles of balance, contrast and emphasis.

DRAMA

General Goals and Objectives:

Each pupil who elects to participate in drama activities will develop skills as an artist, and an appreciation of the theater art as a participant and as a spectator.

Each pupil will demonstrate development in poise and self-confidence, knowledge of his own capabilities, a love and appreciation of drama, knowledge of acting theory, skills of acting technique, knowledge of the technical aspects of the theatre, understanding of the literature, understanding of play writing and its techniques, directing abilities, and ability to offer constructive criticism.

ENGLISH

General Goals and Objectives:

Each pupil will demonstrate cognitive, affective, and psychomotor development in his ability and desire to use the basic skills of communication in the English language through writing, speaking and listening, and reading with an ever-expanding vocabulary usage, organized thought conveyance, and spontaneous self-expression.

Each pupil in accordance with his needs and abilities will be able to communicate in writing by demonstrating his skill in the use of standard English, correct spelling, legible handwriting, proper style and form, correct punctuation and capitalization, and appropriate structure.

Each pupil will show understanding and effective study skills by following written or oral directions, notetaking, outlining, proofreading and revising, memorizing, and using reference skills.

Each pupil will show his understanding of selecting, analyzing, organizing, and using information by making summations, giving reports and reviews, and presenting pro and con aspects in problem solving.

Each pupil will demonstrate by oral and written expression his understanding of the grammatical structure of the English language.

Each pupil will demonstrate his ability in oral communication before a group or with other individuals through his use of poise, prosody usage, correct pronunciation, clear enunciation, clarity, and appropriate gesticulation.

Each pupil will demonstrate active listening by recognizing, receiving, evaluating, and interpreting with understanding the intended meaning of sounds and words emitted by a speaker, imitating and repeating sounds and words emitted by a speaker, and comprehending literature presented orally or in dramatic form.

Each pupil will demonstrate his ability to perceive and to participate in group discussion by demonstrating consideration for his own ideas, demonstrating appreciation for the ideas of others, and strengthening constructively his own ideas through analyzing and synthesizing.

Each pupil will demonstrate literal, interpretive, and oral comprehension of reading by oral and silent reading of quality prose and poetry, relating to other peoples, places, and times, transferring information gained to knowledge of and stimulation toward self-understanding, and transferring learning to other areas of study and leisure.

FOREIGN LANGUAGES

General Goals and Objectives:

Each pupil will demonstrate development in the basic skills of that foreign language commensurate with his ability and the grade level guides in listening, speaking, reading, writing, and culture.

Each pupil will demonstrate his skill of active listening by recognizing, receiving, analyzing, and interpreting with understanding the meaning of sounds and words emitted by a speaker.

Each pupil will show his skill by speaking by demonstrating a growing active vocabulary; using spoken language, gestures, and mannerisms which are acceptable and comprehensible to others; expressing his thoughts, ideas, opinions, and experiences without translation from English; and reading aloud with correct pronunciation, clear enunciation, without hesitancy, and with comprehension.

Each pupil will demonstrate his skill of reading by reading with comprehension, reading without translation into English, reading with facility, demonstrating a growing reading vocabulary, and using reference materials and aids written in the foreign language.

Each pupil will demonstrate his writing skill by demonstrating a growing writing vocabulary, writing without translation into English, expressing himself with correct grammar and accurate structure, and writing with facility.

Each pupil will demonstrate knowledge and awareness of the culture and history of the respective people whose language he is studying.

MUSIC

General Goals and Objectives:

Each pupil will be presented with opportunities in music as an active participant. Emphasis will be given to appreciation, singing, moving, playing, listening, creating, and reading.

Each pupil will be afforded music appreciation experiences through sound and dance, group performance, artistic and creative endeavor, awareness of the musician in society, and many types of music.

Each pupil will participate in singing folk music, ballads, pop music, show music, spirituals, partner songs, and classical music.

Each pupil will participate in playing by extending use of rhythm and melody instruments, and accompanying songs with chording instruments.

Each pupil will read simple rhythmic patterns, simple tonal progressions, interpretive symbols, and numbers, syllables, or letter names with increasing skills.

Each pupil will demonstrate ability to sing in tune; and vocal techniques of singing with pleasing tone qualities, correct diaphramatic beating, and correct diction--vowels, consonants, and tuned vowels; ability to read at sight the correct tone intervals, the correct time values, interpretive markings, key signatures--major and minor, and chord structure and sequence; ability to sing with discrimination as to mood and style of music; ability to memorize music of moderately difficult level and ability to sing in ensembles involving multi-part harmonies.

Each pupil will demonstrate techniques of playing applicable to his respective instrument, ability to play in tune, ability to recognize the key signatures and play scales in all major and minor keys, ability to read meter signatures, ability to read rhythmic patterns, ability to sight read moderately difficult music, ability to memorize music of a moderately difficult level, and ability to play in ensembles involving multi-part harmonies.

PHYSICAL EDUCATION

General Goals and Objectives:

In the physical education program the pupil will participate in physical activity and demonstrate growth psychologically, intellectually, socially, and physically to effectively meet and adjust to the demands of a changing society.

As a result of the physical education program emphasizing psychomotor skills, team and sports skills, and life-time skills for leisure-time activities, the student will demonstrate competency in psychomotor skills and management of the body, suitable levels of physical fitness as established by the district, desirable personal adjustment, safety skills and health habits, desirable social standards and ethnic concepts, recreation skills for leisure-time activities as established, and a knowledge of rules governing all activities.

READING

General Goals and Objectives:

Each pupil will demonstrate progress according to his ability in the mechanics of reading, positive attitudes toward reading, and comprehensive skills that will contribute richly in his personal growth.

Each pupil will exhibit attitudes consistent with good reading through a search for meaning, a thoughtful, inquiring attitude toward everything read, and an interest in reading as a source of pleasure and information; use of materials that meet his personal and social needs, build character, and contribute to growth through reading; personal attitudes of exploration which acquaint him with his literary heritage, mold his tastes, promote love for good literature, and lead to use of leisure time.

Guided by this objective of reading a child will demonstrate readiness skills in cognitive, affective, and psychomotor domain; word-recognition skills through phonics, word analysis, context clues, and multiple meanings; comprehension and interpretative skills in sentence meaning, forming sensory images, perceiving relationships, emotional reactions, and word meanings and sequences; and interest in reading to enlarge his horizons and broaden his understandings with evaluation of the ideas expressed in his reading through oral and written responses; the ability of critical analysis through evaluation of material for validity, logic, reliability, accuracy of what is written, prejudices, and biases; proficiencies in using textbooks with index use, appendix use, table of contents use, glossary use, and footnotes; ability to locate definite information by using dictionaries, encyclopedias, card catalogs, and guide to periodicals.

SCIENCE

General Goals and Objectives:

Each pupil will relate his individual role to the physical and biological processes operative in the world--how they affect him and his life. Each pupil will be introduced to the principles of logical thought and inductive and deductive reasoning. Implementation will actively involve the pupil in various aspects of scientific activity including observing, organizing and classifying, measuring, interpreting and inferring, and communicating.

Pupils will identify and name properties of an object or situation to obtain information through seeing, smelling, tasting, feeling, and hearing.

Pupils will perceive order in a collection of objects or events by showing similarities, differences, and interrelationships.

Each pupil will use instruments for obtaining information, and applying results.

Pupils will demonstrate ability by explaining and observation, making inferences, perceiving associations, and applying the scientific method in specific situations.

Each pupil will communicate, both orally and in writing, for others information by describing objects and events for other's identification, describing changes in objects and events, and describing relationships between objects and events.

SOCIAL STUDIES

General Goals and Objectives:

Each pupil will, according to his ability, demonstrate cognitive, affective, and psychomotor development through the study of the various facets of social studies. Through the use of the discovery-inquiry method and the critical thinking skills, the child will show competency in thinking through problems and coping with his environment. A pupil's achievement of this objective will be demonstrated by development in history, geography, civics, psychology, and inquiry skills.

Each pupil will show that he can comprehend changes in communities and reasons for these changes, comprehend the reasons why people settle in certain regions and the problems they encounter, comprehend cultural and economic aspects of various areas at various times, on the basis of human goals and needs, make judgments about events that led to certain significant events in history, research information, prepare and present a report, combine concepts, principles, and generalizations by developing a hypothesis, and participate in a debate.

Each pupil will show that he can locate and identify places, climatic regions, and physical features on maps and globes, use map symbols, judge distances, and relate physical features to climatic regions on maps and globes, understand relationships between environmental resources and human activities and the general effects of these relationships, locate on maps and globes areas where natural and industrial goods are produced, and use political, physical, and climatic features of a given location to make reasonable predictions on each of the following: agricultural productions, economic development, and cultural identities of the population.

Each student will show that he can realize the importance of political philosophy to eclectic American political thought, demonstrate a knowledge of the operation of the executive, legislative, and judicial branches of the national government, trace and appreciate the development and application of the Fourteenth Amendment by the court, upon state practices and laws, develop an understanding of urban problems, their direct effects upon the metropolitan population and indirect effects upon the entire nation, demonstrate appreciation of the American political system as compared to other forms of government, demonstrate an introductory understanding of economic myths and realities in present U. S. socio-economic politics and policies, and develop a desirable attitude toward and understanding of the rights and duties associated with citizenship toward individuals, properties, communities, nations, and governments.

Each pupil will show that he can perceive the relevance of social science data to the topic being considered, verify the authority of its source, and determine its freedom from bias, use information sources as required in social studies, present and support hypothesis pertaining to an area of social studies, combine concepts, principles, and generalizations by using varied resource materials to develop research writing in which he presents a hypothesis related to a social studies problem, make judgments regarding personal decisions based on reliable data, use maps and globes as needed in social studies, and make a list of questions to discover and define the problem area, and gather specific information to research a given subject.

APPENDIX C

FLEXIBLE SCHEDULE AND SELF-REGISTRATION

- Modular Schedule Calendar
- Course Descriptions
- Instructions for Self-Registration
- Student Worksheet
- Articulation Notes
- Student Checklist

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WINSTON CHURCHILL INTERMEDIATE SCHOOL
MODULAR SCHEDULE - CALENDAR OF MODULE ROTATION
1974-75

SEPT.

M	T	W	T	F
	3	4	5	6
H	10 A 1-2	11 B 3-4	12 C 5-6	13 D 7-8
16 E 9-10	17 F 11-12	18 G 13-14	19 A 1-2	20 B 3-4
23 C 5-6	24 D 7-8	25 E 9-10	26 F 11-12	27 G 13-14

OCT

30 A 1-2	1 B 3-4	2 C 5-6	3 D 7-8	4 E 9-10
7 F 11-12	8 G 13-14	9 A1-2	10 B 3-4	11 C 5-6
14 D 7-8	15 E 9-10	16 F 11-12	17 G 13-14	18 A 1-2
21 B 3-4	22 C 5-6	23 D 7-8	24 E 9-10	25 F 11-12

OCT (con't) NOV

28 G 13-14	29 A 1-2	30 B 3-4	31 C 5-6	1 D 7-8
4 E 9-10	5 F 11-12	6 G 13-14	7 A 1-2	8 B 3-4
11 H	12 C 5-6	13 D 7-8	14 E 9-10	15 F 11-12
18 G 13-14	19 A 1-2	20 B 3-4	21 C 5-6	22 D 7-8

NOV (con't)

25 E 9-10	26 F 11-12	27 G 13-14	28 H	29 H
DEC 2 A 1-2	3 B 3-4	4 C 5-6	5 D 7-8	6 E 9-10
9 F 11-12	10 G 13-14	11 A 1-2	12 B 3-4	13 C 5-6
16 D 7-8	17 E 9-10	18 F 11-12	19 G 13-14	20 A 1-2

DEC (con't)

M	T	W	T	F
23	24	25	26	27
30	31	JAN 1	2	3
6 B 3-4	7 C 5-6	8 D 7-8	9 E 9-10	10 F 11-12
13 G 13-14	14 A 1-2	15 B 3-4	16 C 5-6	17 D 7-8

JAN (con't)

20 E 9-10	21 F 11-12	22 G 13-14	23 A 1-2	24 Staff Workday
27 B 3-4	28 C 5-6	29 D 7-8	30 E 9-10	31 F 11-12
FEB 3 G 13-14	4 A1-2	5 B 3-4	6 C5-6	7 D 7-8
10 E 9-10	11 F 11-12	12 H	13 G 13-14	14 A 1-2

FEB (con't)

17 H	18 B 3-4	19 C 5-6	20 D 7-8	21 E 9-10
24 F 11-12	25 G 13-14	26 A 1-2	27 B 3-4	28 C 5-6
MAR 3 D 7-8	4 E 9-10	5 F 11-12	6 G 13-14	7 A 1-2
10 B 3-4	11 C 5-6	12 D 7-8	13 E 9-10	14 F 11-12

MARCH (con't)

17 G 13-14	18 A 1-2	19 B 3-4	20 C 5-6	21 D 7-8
24	25	26	27	28
31 E 9-10	APR 1 F 11-12	2 G 13-14	3 A 1-2	4 B 3-4
7 C 5-6	8 D 7-8	9 E 9-10	10 F 11-12	11 G 13-14

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APR (Con't)

14 A 1-2	15 B 3-4	16 C 5-6	17 D 7-8	18 E 9-10
21 F 11-12	22 G 13-14	23 A 1-2	24 B 3-4	25 C 5-6
28 D 7-8	29 E 9-10	30 F 11-12	MAY 1 G13-14	2 A 1-2
5 B 3-4	6 C 5-6	7 D 7-8	8 E 9-10	9 F 11-12

MAY (Con't)

12 G 13-14	13 A 1-2	14 B 3-4	15 C 5-6	16 D 7-8
19 E 9-10	20 F 11-12	21 G 13-14	22 A 1-2	23 B 3-4
26 H	27 C 5-6	28 D 7-8	29 E 9-10	30 F 11-12
JUNE 2 G 13-14	3 A 1-2	4 B 3-4	5 C 5-6	6 D 7-8

A DAY Mods	B DAY Mods	C DAY Mods	D DAY Mods	E DAY Mods	F DAY Mods	G DAY Mods	TIME	BELLS	
	HOMEROOM						7:50 - 8:00	Warning	7:43
3	1	1	1	1	1	1	8:04 - 8:29	Take-up	7:50
4	2	2	2	2	2	2	8:29 - 8:54	Shower	8:44
5	5	3	3	3	3	3	8:58 - 9:23		
6	6	4	4	4	4	4	9:23 - 9:45	Shower	9:38
7	7	7	5	5	5	5	9:52 - 10:17		
8	8	8	6	6	6	6	10:17 - 10:42	Shower	10:22
9	9	9	9	7	7	7	10:46 - 11:11		
10	10	10	10	8	8	8	11:11 - 11:36	Shower	11:26
LUNCH							11:36 - 12:21	Lunch	11:36
								Warning	12:21
								Take-up	12:26
11	11	11	11	11	9	9	12:26 - 12:57		
12	12	12	12	12	10	10	12:57 - 1:16	Shower	1:06
13	13	13	13	13	13	11	1:12 - 1:45		
14	14	14	14	14	14	12	1:45 - 2:10	Shower	2:00
								Release	2:10

A DAYS,	DROP	MODS	1-2
B	"	"	3-4
C	"	"	5-6
D	"	"	7-8
E	"	"	9-10
	"	"	11-12
G	"	"	13-14

NOTE:

O - STAFF WORKDAY, (NO SCHOOL)

H - HOLIDAYS

X X X - VACATIONS

WINSTON CHURCHILL INTERMEDIATE SCHOOL
4900 Whitney Avenue
Carmichael, California 95608

TO: FUTURE STUDENTS AND PARENTS OF WINSTON CHURCHILL SCHOOL:

This information has been prepared to help you develop a better understanding of the seventh and eighth grade program in the intermediate school. All students are required to take the following subjects:

SEVENTH GRADE

- Reading
- English
- Social Studies
- Mathematics
- Science
- Foreign Language
- Music
- Art
- Physical Education

EIGHTH GRADE

- Reading
- English
- Social Studies
- Mathematics
- Science
- Physical Education

Because of a flexible schedule, students will have an opportunity to explore a number of areas. Seventh grade students are not only required to take Music, Art and Foreign Language, but they also may select several electives that are semester courses as listed below:

CATEGORY I

- French
- German
- Spanish

CATEGORY II

- Automotive Principles
- Crafts
- Choir
- Beginning Band
- Intermediate Band
- Concert Band
- Drama
- Photography
- Industrial Arts
- Home Arts

CATEGORY III

- Dec. Arts and Crafts
- Boating Rules & Reg.
- Chess
- First Aid
- Orchestra
- Stage Band
- Sketching
- Organic Gardening
- Pleasure Reading
- Study Hall
- Newspaper
- Student Court
- Yearbook
- Typing

The next two years will provide students an opportunity to work with a greater number of teachers specialized in a particular field, yet interested in you as an individual approaching one of the most difficult stages in life. Learn as much as you can from them. Have fun, work hard, and learn to get along with your classmates as well as your teachers. Good luck and best wishes for a successful two years at Winston Churchill Intermediate School.

Sincerely,

Ferd Galvez, Principal

dk
4-26-73

WINSTON CHURCHILL INTERMEDIATE SCHOOL
COURSE DESCRIPTIONS
1973-74

SOCIAL STUDIES

The 7th grade social studies program includes a study of the following areas: authority, geography, early development of man through the Middle Ages, the rise of modern man and government, democracy, monarchy, facism, nazism, and communism. Emphasis will be placed upon Europe, the Near East, and selected countries and cultures of Asia while the 8th grade social studies program emphasizes: the Native American, exploration, colonization, the Declaration of Independence, the American Revolution, the U.S. under the Articles of Confederation, the Constitution, the Bill of Rights, state and local government, the westward movement and growth of the U.S., the Civil War and Reconstruction, industrialization, minority groups, the growth of cities, World War I and II, and world conflicts.

ENGLISH

The English class is designed to develop the art of communication through skills in grammar, oral expression and written expression. Stress is placed on parts of speech, sentence elements, sentence and paragraph construction, capitals, punctuation and spelling. Penmanship is taught in conjunction with written composition.

READING

The purpose of the reading program is to provide the student with the skills and insights necessary to make reading a useful tool as well as an enjoyable leisure time activity. The reading program is essentially developmental and includes remedial. Emphasis is placed on increasing the student's ability to understand what he reads, as well as developing skills of skimming, summarizing, and interpreting written material through a continued use of the RIMS Program initiated in the elementary school.

Emphasis is given to learning to appreciate good books. A good deal of independent pleasure reading is expected. Besides work assigned from basic reading textbooks, summaries and interpretations of independently chosen books are required.

MATHEMATICS

Seventh and eighth grade arithmetic is designed to continue to develop the ability to think and understand the mathematical techniques involved in every day problem solving.

Some of the areas covered are: History of numerals; place value and bases; base ten-decimal number system; four basic operations of whole numbers, rational numbers and decimals; developing an understanding of ratios and proportionate ratios; percents; properties of whole numbers; real numbers-positive and negative numbers; rational and irrational numbers; real number line; exponents; set theory- finite, empty, infinite; factors and prime numbers; story problems; measure; plane and space figures; perimeter, area and volume.

The program puts emphasis on the think and discovery method of learning and stresses an understanding and solving of practical math problems through the continued development of basic math skills. The State Series texts are used as the basic texts for this program. Supplementary texts presenting modern concepts in mathematics will also be used.

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PRE-ALGEBRA

The scope and design of this course is planned to prepare seventh grade students for the possible study of modern Algebra in the eighth grade. This program stresses the "think and discover" method of learning mathematics with understanding rather than the rote memory approach.

This program is strictly for students who have a high ability in mathematical reasoning, both deductive and inductive. The student should also be high in reading comprehension and have a desire to continue studies in higher mathematics at the high school level.

Areas of prime importance will be symbols and numbers, rational numbers, real numbers, algebra and geometry.

ALGEBRA

The purpose of the Algebra program is to provide Algebra for the able eighth grade student who has had a background of pre-algebra in the seventh grade and is desirous of continuing advanced mathematics in high school. All students who plan to pursue the XL-Science program as well as a fifth year of mathematics in high school should have had Algebra in the eighth grade.

The plan of this program is designed around the modern approach to mathematics and introduces many new concepts leading to understanding rather than the rote memory approach to learning. Because of the difference in this approach, it requires the student to have a much better ability in not only mathematical reasoning but also in reading comprehension.

Upon satisfactory completion of this course, the student will be awarded credit for having completed high school Algebra and will be ready to proceed on to Plane Geometry in his freshman year in high school.

SCIENCE

The seventh grade science course is based on the every day biological problems of early adolescence. Explorations are made into plant life, animal life, human beings and health. Primary emphasis is placed on an understanding of the human body. The student is introduced to the scientific enterprise of basic research and technology. The student has opportunity for laboratory work. Seventh grade science is a one semester program.

The more able students work on their own investigations and experiments. They have a chance to select direction and depth to which topics will be pursued.

The eighth grade science course gives emphasis to physical science. The physical science course, along with the seventh grade biological science course, completes the general science course ordinarily taught at the ninth grade.

The general science program concerns itself more directly and emphatically with exploring the ways of the scientist in gathering knowledge which makes up science. The XL program is designed to give greater depth and enrichment in the above area.

CHOIR

The seventh and eighth grade choir is, first and foremost, a performing group. In order to perform at the best level, instruction and systematic practice is given in developing the singing voice through proper breathing, diction, and tone blending exercises, developing the ability to listen and hear, and learning to sing melodic and harmonic parts a capella as well as with appropriate accompaniment.

Membership is open to all interested students on a pre-trial basis, with selections based on these trials.

The choir presents several concerts each year, with attendance at these performances outside of school time being mandatory. These include the annual Christmas program, the district-wide Intermediate Schools Vocal Festival in the spring, and the annual Winston Churchill School Music Festival in the spring also.

MUSIC

Seventh grade music is required for one semester. The emphasis will be on increased enjoyment of vocal music, training in music fundamentals, developing the ability to listen to music, and to perform with some degree of accuracy and ability chordal and rhythm instruments.

ART

This class is taught for one semester and is arranged to offer all students a basic foundation in the field of art. Strong use of lettering, color, and design is combined with manipulative skills to train and encourage aesthetic thinking for the 7th grade youngster. All students interested in any phase of art are encouraged to take this course. A full year program in art is provided on an elective basis for 8th grade students.

INTERMEDIATE BAND

The band consists of students with six months to 1½ years experience who need continued work on music fundamentals, playing technique, tone, intonation and expression. When the students have developed the above techniques they are moved into the concert band which meets a different period of the day.

ADVANCED BAND

The concert band consists of students who have an advanced knowledge of music fundamentals, advanced playing technique, and advanced musical growth in tone, intonation, and expression. The concert band performs for student body assemblies, Christmas program, Parent Club programs, concerts for the feeder schools, exchange concerts with other junior high school bands, and festivals in which they are adjudicated. There is an opportunity to perform solo's and in ensemble groups.

STAGE BAND

Teacher selected students only.

FOREIGN LANGUAGE

Spanish, French and German are taught for one semester in the seventh grade and a full year in the eighth grade. The three semesters provide a beginning course emphasizing understanding and speaking, and includes some writing and grammar study. Textbooks, records and tapes are used. The more able seventh grade students who may desire to take Spanish II in their freshman year in high school will be scheduled into the full-year foreign language program in the eighth grade.

HOME ARTS

The home economics course provides practical learning experiences and a knowledge of basic skills in the areas of grooming, clothing and clothing construction, foods and nutrition, child development and care, interior design, and personality development and interpersonal relationships, with emphasis placed throughout on building a strong family relationship, and efficient management of resources.

INDUSTRIAL ARTS

Although this is not a vocational shop, certain skills and areas of training will be beneficial to the students regardless of future plans. Areas covered are mechanical drawing, wood, metal, and electricity. Proper and safe use of power equipment as well as hand tools will be thoroughly covered. Throughout the year students will design and construct various useful and attractive projects.

TYPING

Typing is an elective course taught for one year and open to eighth grade boys and girls. The course is designed to provide students with a knowledge of the keyboard as well as of the mechanical operation of the typewriter. Students should be able to type from 25 to 50 words a minute at the conclusion of the course.

PHYSICAL EDUCATION

The physical education program in the seventh and eighth grades is designed to help boys and girls achieve physical fitness through regular vigorous exercise, to promote sportsmanship, leadership and cooperation, to teach skills and knowledge of sports and games, and to stress desirable social sttitudes among each other and between sexes.

The physical education program at Winston Churchill School is structured so as to offer important contributions to the lives of the students. Emphasis is placed on apparatus activities, such as tumbling, trampoline, vaulting, rope-climbing and balance beam; team sports such as volleyball, basketball, soccer football, softball and track and field events; skill drills and knowledge tests of various sports; indoor activities such as training films, discussions and study of rules of different sports as well as health, grooming and physical development.

Extra-curricular activities in seasonal sports are provided after school hours for anyone interested. Gymnastics, inter-school competition and tournaments are included under extra-curricular activities.

Dressing for P. E. is very important. Boys are required to wear white gym shorts, tennis shoes, socks and tee-shirts. Girls are required to wear the district regulation blue gymsuits, socks and tennis shoes. Names must be sewn or printed on the outside of all gym clothing.

ARTS AND CRAFTS

Using a variety of materials, the student will be introduced to the following handicraft techniques: fundamentals of weaving, needlecraft, paper crafts, printing, and stenciling, mosaics, batique, macrame, yarn and felt crafts, jewlery, decoupage and string designs.

AUTOMOTIVE PRINCIPLES

Discuss the construction and operation of different engines used in automobiles, motorcycles, etc.

CHESS CLUB

The purpose of this class is to learn to play chess and to become involved in matches with equally experienced players and the opportunity to challenge better players. Matches may be set up with other groups.

CRAFTS

Students will learn to tie-dye, make candles, macrame, hungarian Weaving, ceramics, and glass cutting.

ORGANIC GARDENING

An enrichment program developing the concepts and procedures around organic gardening. Students will participate in planting and caring for a number of plants. The students will become familiar with the care of soil and its relationship to the plant's growth.

NEWSPAPER

This class will learn how to publish the school paper.

PHOTOGRAPHY

Students will learn better picture techniques through the understanding of basic photography rules. Students will also learn how to develop their own film and print their own pictures. Students will take pictures of various school activities to be used in the Yearbook.

PLEASURE READING

Students will have an opportunity to read for pleasure. Records may be used when students wish to hear selected readings.

STUDENT COUNCIL

All representatives and student body officers and those students interested in student government should participate in Student Council, which is the representative body for the students. Through their homeroom representatives, the students have a voice in helping to formulate school policies which effect them. It is the Student Council that gives direction to many of the school's activities. Membership is open to all elected officers and homeroom representatives.

YEARBOOK

Students will learn to prepare the school's Yearbook. Teacher selection.

STUDENT COURT

Teacher selection. Students learn court procedures and roles in a court. We will have mock trials as preparation for the School Court

DRAMA

The program will include individual skits and talent offerings. This group will be responsible for the organization and production of drama presentations Students will learn how to do the makeup for the production and they will participate as actors and talent in the show itself.

FIRST AID

A basic first aid course that will lead to a Junior Red Cross Certificate.

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WINSTON CHURCHILL INTERMEDIATE SCHOOL

INSTRUCTIONS FOR REGISTRATION 1974-75

Attached to these instructions are 4 items which should be returned to Churchill School at the time of registration. They are:

Two Emergency Care Cards - which will be used by the school to contact the home or family doctor as needed. Bring to registration with you, they are your tickets into the MP room.

A Schedule of Courses Offered - which will enable you to plan a schedule prior to the actual registration. This schedule of courses and worksheet will not be collected at registration but they should be brought with you for reference if changes are necessary.

A Student Worksheet, to be used with the schedule of courses offered.

The main purposes of having students register themselves is to give them some choice of teachers, subject and period arrangement. It is also hoped that parents will take this opportunity to meet their child's teachers at the time of enrollment rather than waiting until school has been in session several weeks. The actual registration should take only a few minutes if a schedule is planned ahead of time. The procedure involves only three steps:

1. As you enter the MP room, we will collect your Emergency Care Cards. At this point, you will be given 7 colored cards, each representing two modules of time. As has been explained before, some classes are one mod and others are two. You will need to print your name on each of the seven cards.
2. Go to the various subject area tables, which will be clearly marked in the MP room, and present a colored name card to the teacher of the subject you wish to take. In return for your colored name card, the teacher will give you an IBM card (or cards) which will be collected at the exit. Your elective classes will fill first so you should enroll in them before enrolling in the required subjects.
3. When all colored name cards have been exchanged, you should have 14 IBM cards to be given to the secretary at the exit.

During August you will receive, in the mail, a locker assignment, bus schedule and a copy of the courses you have chosen.

TIME SCHEDULE FOR REGISTRATION

Mon, May 20

Cameron	A-L	1:00 - 1:30
Whitney	A-L	1:00 - 1:30
Marshall	A-Z	1:30 - 2:00
Pope	A-Z	1:30 - 2:00
Orange G	A-Z	2:00 - 2:30
Del Paso	A-Z	2:00 - 2:30
Whitney	M-Z	2:00 - 2:30
Cameron	M-Z	2:30 - 3:00

Weds., May 22

Cameron	A-L	1:00 - 1:30
Mission	A-L	1:00 - 1:30
Whitney	A-L	1:30 - 2:00
Orange	A-Z	1:30 - 2:00
Whitney	M-Z	2:00 - 2:30
Pasadena	A-Z	2:00 - 2:30
Cameron	M-Z	2:30 - 3:00
Mission	M-Z	2:30 - 3:00

Thurs, May 23

Garfield	A-L	1:00 - 1:30
Mission	A-L	1:30 - 2:00
Kenneth	A-Z	1:30 - 2:00
Mission	M-Z	2:00 - 2:30
Peck	A-Z	2:00 - 2:30
Garfield	M-Z	2:30 - 3:00
Pope	A-Z	2:30 - 3:00

Fri., May 24

Garfield	A-L	1:00 - 1:30
Marshall	A-Z	1:30 - 2:00
Pasadena	A-Z	1:30 - 2:00
Kenneth	A-Z	2:00 - 2:30
Del Paso	A-Z	2:00 - 2:30
Garfield	M-Z	2:30 - 3:00
Peck	A-Z	2:30 - 3:00

WINSTON CHURCHILL INTERMEDIATE SCHOOL

STUDENT SCHEDULE WORKSHEET

By referring to your class schedule, you should be able to plan your program for next year. If this is done prior to registration, you will be able to register in a very short time.

* REMEMBER:

7th Grade Requirements	8th Grade Requirements
Social Studies	Social Studies
English/Reading	English/Reading
Science/Foreign Language	Science
P. E.	P. E.
Math	Math
Art/Music	
(These equal 12 mods, therefore, you have 2 mods open for electives.)	(These equal 10 mods, therefore you have 4 mods open for electives.)

*IMPORTANT GUIDELINES:

1. Some classes are two mods in duration and some are one mod.

2. For classes that are two mods in duration, you will receive 2 IBM course cards. For one mod classes, you will receive 1 IBM course card.

3. Use pencil, because you will be, in all probability, making changes and/or corrections. When your schedule has been completed and you are ready to check out, please be sure that the schedule below reflects your IBM cards.

Mod	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Subject														
Teacher														
Room														

6TH GRADE ARTICULATION NOTES:

1. Check with your teachers as to the level of math into which you should enroll.

2. You must combine your math, science, and foreign language classes, using the same number. Example:

Teacher	Mods	1	2	3	4
Weber		Math 701		Sci 701	
Martinez					Span 701

or:

Teacher	Mods	9	10	11	12
Tiff		Math 703			
Weber				Sci 703	
Sotelo					Span 703

or, depending on the foreign language you want, you must locate the foreign language first and then work from there using the same number. Example:

Teacher	Mods	9	10	11	12
Irwin		Fren 708			
Wofford			Sci 708		
Tiff				Math 708	

3. English and reading must be in consecutive mods. You cannot mix them with anything else. Example:

Teacher	Mods	1	2
Brant		Eng.	
Crutcher			Read
or:			
Crutcher		Read	
Brant			Eng

4. All one mod electives are tied into typing, so you take typing with something else, or something else with typing. Example:

Teacher	Mods	1	2
Mason		Typ 003	
Irwin			Sketch 471
or:			
Mason			Typ 003
Kirk		Pl. Read 150	

IMPORTANT CHECKLIST FOR STUDENTS:

1. Two EMERGENCY CARE CARDS (filled out) ______

2. SCHEDULE of classes ______

3. Student Schedule WORKSHEET ______

4. INSTRUCTIONS for registration ______

(Items 1 - 4 you should have BEFORE registration)

5. Obtain, at the door of the M. P. Room on the day of registration, a packet of 7 COLORED CARDS. ______

6. BRING A PENCIL! Use this pencil to fill out the 7 colored cards in the order of the schedule you want (from your worksheet). ______

7. Exchange the colored cards for IBM COURSE CARDS. ______

8. Be sure you have ALL of your REQUIRED SUBJECTS. ______

9. Be sure you have a total of 14 IBM CARDS. ______

APPENDIX D

SURVEY INSTRUMENT FOR PASS/FAIL

- Parent Survey
- Teacher Survey
- Student Survey

SAN JUAN UNIFIED SCHOOL DISTRICT
Research and Evaluation Department

SURVEY OF PARENT OPINIONS REGARDING THE CHURCHILL PASS/FAIL GRADING SYSTEM

The Churchill Pass/Fail Grading System has been in effect for three years and now is to be reviewed by teachers, parents, students, and administrators before a decision is made regarding continuation. Please respond to the following questions or statements. The responses should represent _your_ opinions or feelings.

1. Please check the grade level of your child (children)
   7___ 8___ 7 & 8___
2. Has the Pass/Fail Grading System changed the amount of teacher/pupil communication? Increased___ No Change___ Decreased___
3. Has the Pass/Fail Grading System changed the amount of teacher/parent communication? Increased___ No Change___ Decreased___
4. Has the Pass/Fail Grading System changed the level of student motivation for doing school work?
   Increased___ No Change___ Decreased___
5. Has the Pass/Fail Grading System changed the level of competition for your child (children)?
   Increased___ No Change___ Decreased___
6. Has the Pass/Fail Grading System changed the pressure or anxiety sometimes associated with grades?
   Increased___ No Change___ Decreased___
7. Has the Pass/Fail Grading System helped to change the quality of the instructional program?
   Improved___ No Change___ Decreased___
8. Has the Pass/Fail Grading System changed your child's (children's) creativity? Increased___ No Change___ Decreased___
9. Has the Pass/Fail Grading System changed the amount of your understanding of your child's progress?
   Increased___ No Change___ Decreased___
10. Do you feel the Churchill Pass/Fail Grading System will have any effect on student's achievement level in high school?
    Increased___ No Change___ Decreased___

(over)

11. Do you feel the Churchill Pass/Fail Grading System will have any effect on student's ability to compete for achievement grades in high school?

Increased___ No Change___ Decreased___

12. Rank the following purposes for student grading. Rank highest purpose 1, second highest 2, etc.

Rank

To provide motivation for students ____

To inform parent of student progress ____

To inform students of student progress ____

To provide record of level of student performance ____

To provide competition among students ____

To provide a record of having attempted and/or completed a course ____

Other - please state

____ ____

____ ____

____ ____

13. Do you favor the continued use of the Pass/Fail Grading System at Churchill?

Yes___ Yes with modifications___ No___

14. Please feel free to add any comments here regarding the Churchill Pass/Fail Grading System.

____

____

____

____

____

____

PWO/et

Research and Evaluation Department

SURVEY OF STUDENT OPINIONS REGARDING THE CHURCHILL PASS/FAIL GRADING SYSTEM

June 1972

The Churchill Pass/Fail Grading System has been in effect for three years and now is to be reviewed by teachers, parents, students, and administrators before a decision is made regarding continuation. Please respond to the following questions or statements. The responses should represent your opinions or feelings.

1. Grade (check one) 7______; 8______;

2. Has the Pass/Fail Grading System changed the amount of communication between you and the teachers?

   Increased_______ No Change______ Decreased________

3. Has the Pass/Fail Grading System changed your motivation for doing school work?

   Increased________No Change_______Decreased________

4. Has the Pass/Fail Grading System changed the competitive nature of your classes?

   Increased________No Change_______Decreased________

5. Has the Pass/Fail Grading System changed the pressure or anxiety sometimes associated with grades?

   Increased_________No Change______Decreased________

6. Has the Pass/Fail Grading System helped to change the quality of the instructional program?

   Improved_______ No Change______Decreased________

7. Hass the Pass/Fail Grading System changed your creativity?

   Increased______ No Change______Decreased________

8. Has the Pass/Fail Grading system changed the classroom situation so that you are willing to take more risk in responding or participating.

   Increased_______ No Change______Decreased________

9. Has the Pass/Fail Grading System changed your parents understanding of your progress?

   Increased_______ No Change______Decreased________

10. Do you favor the continued use of the Pass/Fail Grading System at Churchill?

    Yes______ Yes with modifications______ No_______

11. Please feel free to add any comments here regarding the Churchill Pass/Fail Grading System.

____

____

____

SAN JUAN UNIFIED SCHOOL DISTRICT
Research and Evaluation Department

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SURVEY OF TEACHER OPINIONS REGARDING THE CHURCHILL PASS/FAIL GRADING SYSTEM

June 1972

The Churchill Pass/Fail Grading System has been in effect for three years and now is to be reviewed by teachers, parents, students, and administrators before a decision is made regarding continuation. Please respond to the following questions or statements. The responses should represent _your_ opinions or feelings.

1. Grade Level Taught (check one) 7___; 8___; 7-8___

2. Main Subject Area Taught. List:______________________________

3. Has the Pass/Fail Grading System changed the amount of teacher/pupil communication?

   Increased___ No Change___ Decreased___

4. Has the Pass/Fail Grading System changed the amount of teacher/parent communication?

   Increased___ No Change___ Decreased___

5. Has the Pass/Fail Grading System changed the amount of clerical work related to reporting pupil progress?

   Increased___ No Change___ Decreased___

6. Has the Pass/Fail Grading System changed the level of student motivation for doing school work?

   Increased___ No Change___ Decreased___

7. Has the Pass/Fail Grading System changed the competitive nature of your classes?

   Increased___ No Change___ Decreased___

8. Has the Pass/Fail Grading System changed the pressure or anxiety sometimes associated with grades?

   Increased___ No Change___ Decreased___

9. Has the Pass/Fail Grading System helped to change the quality of the instructional program?

   Improved___ No Change___ Decreased___

(over)

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10. Has the Pass/Fail Grading System changed the students' creativity?

Increased___ No Change___ Decreased___

11. Has the Pass/Fail Grading System changed the students' risk taking when responding to new situations?

Increased___ No Change___ Decreased___

12. Has the Pass/Fail Grading System changed the amount of parent understanding of student progress?

Increased___ No Change___ Decreased___

13. Has the Pass/Fail Grading System changed the high school achievement level of former Churchill students?

Increased___ No Change___ Decreased___

14. Does the main subject area you teach lend itself to the use of the Pass/Fail System?

Yes___ No___

15. Rank the following purposes for student grading. Rank highest purpose 1, second highest 2, etc:

	Rank
To provide motivation for students	____
To inform parent of student progress	____
To inform students of their progress	____
To provide record of level of student performance	____
To provide competition among students	____
To provide a record of having attempted and/or completed a course	____
Other - please state	
________________________________	____
________________________________	____
________________________________	____

16. Do you favor the continued use of the Pass/Fail Grading System at Churchill?

Yes___; Yes with modifications___; No___

17. Please feel free to add any comments here regarding the Churchill Pass/Fail Grading System.

____

____

PWO/et ____
6/72

APPENDIX E

REPORT TO THE BOARD

- Evaluation Pass/Fail
- Recommendations
- Board Agenda -- Item F 4

SAN JUAN UNIFIED SCHOOL DISTRICT
3738 Walnut Avenue
Carmichael, California 95608
484-2589

AGENDA

October 24, 1972

Regular Meeting
Board of Education
San Juan Unified School District
October 24, 1972 - 7:30 p.m.

A. Call to Order
B. Roll Call
C. Pledge of Allegiance

D. Communications

1. From Richard E. Pollock, district administrator of the Carmichael Recreation and Park District, indicating an interest in acquiring and developing unused school sites within their borders for public recreation purposes.
(Refer to F-5)

2. From L. L. Seifert, district administrator of the Fair Oaks Recreation-Park District, requesting permission to develop two currently-leased sites -- Martsmith and Hoover -- for public recreation purposes, and for joint use, should the district require them for school purposes.
(Refer to F-5)

E. Visitor Comments

1. Mrs. Felicia Leis, member of the Carmichael School PTA, wishes to report on the beautification project untertaken by the organization.

F. ASSOCIATIONS & ITEMS OF COMMUNITY INTEREST

1. Professional & Student Associations
The president or representative of each of the following professional and student associations in the San Juan District is invited to address the Board:

   a. San Juan Administrators Association
   b. San Juan Teachers Association
   c. Calif. School Employees Association, Chapter 127
   d. San Juan District High School Student Council
   e. Calif. School Boards Association

F. ASSOCIATIONS & ITEMS OF COMMUNITY INTEREST (continued)

2. Extended Education Program
Previously discussed: 10/12/72. Material provided.

Action: Recommendation of the administration that authorization be given to (1) implement the extended education program effective Feb. 1, 1973; (2) fund the program with $14,452 of ADA earned from the summer work experience education program; (3) employ an extended education counselor, youth-tutoring-youth counselors, and a half-time intermediate clerk typist; and that the job descriptions for the extended education counselor and youth-tutoring-youth counselor positions be approved.

3. Community-School Program
Previously discussed: 9/26/72. Materials provided.

a. Action: Recommendation of the administration that either an area community-school director (certificated) or schools activity coordinator (classified) be employed for the Orangevale area effective Nov. 15, 1972.

b. Action: Recommendation of the administration that either an area community-school director (certificated) or schools activity coordinator (classified) be employed to spend half-time developing programs for the six other attendance areas and half-time coordinating the districtwide volunteers in education program, effective Nov. 15, 1972.

c. Action: Recommendation of the administration that 20 part-time K-6 community-school directors be employed.

d. Action: Recommendation of the administration that the job description for the area community-school director position be approved and placed at proposed range 2S of the administrative/supervisory salary schedule; and that the job description for the full-time community-school director be eliminated.

e. Action: Recommendation of the administration that the job description for the schools activity coordinator position be approved and placed at range 2C of the administrative/supervisory salary schedule.

f. Action: Recommendation of the administration that $7,500 from community service and recreation tax sources be used for repair and replacement of equipment used in community service and recreation programs.

F. ASSOCIATIONS & ITEMS OF COMMUNITY INTEREST (continued)

4. Pass/Fail Grading System - Churchill School
Material provided.

Report: on the pass/fail grading system pilot program in operation at Winston Churchill Intermediate School for three years, and the results of a survey of parents, teachers and students as to its effectiveness.

5. Unused District Sites
Report submitted: 10/10/72. Material provided.

Report: on the possibility of selling some unused school sites and of releasing some sites reserved for school purposes but not owned by the district.

G. REGULAR BUSINESS ITEMS

Action: Recommendation of the administration that items G-1 through G-5, covering the following items of regular business, be ratified:

1. Warrants - $627,333.67
2. Budget transfers #8-13 - $71,097.00
Budget transfer #14 - $29,240.00
3. Certificated personnel (1-6)
4. Classified personnel (1-7)
5. Purchase orders - $73,529.04

6. Approval of the summaries of the Sept. 26 and Oct. 11 executive sessions.

H. STAFF ITEMS

1. Classified Personnel Policies - Restricted Employees
Material provided.

Discussion: of the proposed revisions and additions to the classified personnel policies relating to establishing a new category of "restricted" employees, in compliance with compensatory education guidelines published by the State Dept. of Education.

2. Notice of Completion/Liquidated Damages - District Warehouse
Material provided.

Action: Recommendation of the administration that, for the purposes of using the facility, authorization be given to file notice of completion for the construction of the district warehouse and learning media center with the county recorder; and that authorization to given to assess liquidated damages per the contract against R.C. & E., Inc., the contractor.

I. Suggestions/comments from Board members
J. Motions to reconsider
K. Visitor comments
L. Adjournment

EJK:eb

REPORT SHEET

Agenda Item # F-4

Board Meeting Date 10/24/72

REPORT ON: Pass/Fail Grading System

To be Made by: Ferd Galvez, Principal
Div/Dept: Intermediate Schools

CHECK ONE:

_____ The report will be primarily oral; the attached will merely serve as background.

__X__ The attached document(s) will carry the burden of the report; the oral presentation will merely summarize the findings.

This report is being made to the Board because:

This report is being made to the Board as a result of the completion of a three year pilot program in the use of pass/fail grading at Winston Churchill Intermediate School.

Major resources used to conduct the study:

The staff and student body of Winston Churchill School; Psychological Services; Research and Evaluation

Total cost in materials and man-hours to conduct this study and/or prepare this report:

Approximately $700 for Testing & Evaluation; administrative time not included.

Conclusions arrived at because of the study:

We feel the need is indicated to continue to explore various ways to attempt to develop more effective methods of recording and reporting student progress to parents.

Recommendations, if any:

That we be allowed to continue to explore and develop methods for more effective communication with parents as they relate to pupil progress in school.

The following action is requested of the Board:

No action requested.

Prepared by: Stanley Goulard, Asst. Supt.
Div/Dept: Intermediate Schools
San Juan Unified School District

Ferd. J. Kiesel
Superintendent of Schools

SAN JUAN UNIFIED SCHOOL DISTRICT
Research and Evaluation Department

SURVEY OF TEACHER, PARENT, AND STUDENT OPINIONS REGARDING THE CHURCHILL PASS/FAIL GRADING SYSTEM

Phillip W. Oakes, Director
Research & Evaluation Department
October 11, 1972

SAN JUAN UNIFIED SCHOOL DISTRICT
Research and Evaluation Department

September, 1972

SURVEY OF TEACHER, PARENT, AND STUDENT OPINIONS REGARDING THE CHURCHILL PASS/FAIL GRADING SYSTEM

Introduction

For the past three years, the Churchill Intermediate School has been using a Pass/Fail Grading System for reporting to students and parents. The system was started in selected subject areas and then expanded until in 1971-1972 the total school was using the Pass/Fail system.

As part of a total review of the Churchill project, the Research and Evaluation Department was asked to develop and conduct a survey of the teacher, student, and parent feelings toward the Pass/Fail Grading System. The department was also asked to study the actual grades achieved by Churchill students when they were in high school. The report that follows presents information about the survey, procedures for collecting the data, and the findings.

Development of the Plan and Survey

After a number of conferences with parents and Churchill staff, the Research and Evaluation Department developed survey forms for collecting opinions regarding the Churchill Pass/Fail Grading System from Churchill teachers, students, and parents. Survey questions were developed to help determine the extent to which teachers, parents, and students felt that the Churchill objectives for using the Pass/Fail Grading System had been met. The four objectives are:

1. To alleviate unnecessary pressures that are brought to bear by grades.

2. To provide other means of motivation so that the emphasis of the educational program is on learning rather than grades.

3. To encourage a greater number of parent-teacher contacts either by parent conferences, telephone calls, or visitations.

4. To improve the quality of the instructional program in the classroom.

In addition, the three groups were asked whether or not they favored the continued use of the Pass/Fail Grading System at Churchill. Parents and teachers were also asked to rank the major purposes for student grading.

Surveys were conducted during the last week of the school year 1971-1972. Teachers and students completed the surveys in school while parents received their surveys and a self-addressed stamped envelope in the mail. All surveys were sent to the Research and Evaluation Department for tabulation, analysis, and reporting.

Personnel from the two high schools receiving Churchill students were interviewed by Research and Evaluation staff members to obtain opinions regarding possible effects of the Pass/Fail System on high school achievement. These interviews were also conducted during the last week of school.

A study was conducted during September 1972 to determine the difference in high school grades between former Churchill students who were graded on a A-B-C-D-F system and Churchill students who were graded on a Pass/Fail system.

Survey Results

1. Size of Survey Response - Surveys were returned and tabulated from the following:

   Teachers - 25 (approximately 70% of staff)
   Students - 682 (approximately 84% of students)
   Parents - 277 (approximately 46% of parents)

   Seventh grade parents represent 35% of all parents responding while eighth grade parents represent 65%.

2. Teacher, Parent, and Student Responses to Survey Items

   Teachers, parents, and students were asked to respond to a series of questions regarding whether or not the Pass/Fail Grading System at Churchill had changed certain student behaviors. The following chart lists the survey results. Responses were listed as Increase, No Change, or Decreased.

Statement	Teacher			Parent			Student		
Has the Pass/Fail Grading System:	% Inc.	% No Change	% Dec.	% Inc.	% No Change	% Dec.	% Inc.	% No Change	% Dec.
1. Changed the amount of teacher/pupil communication	32	(52)	16	10	(50)	40	16	(64)	20
2. Changed the amount of teacher/parent communication?	28	(52)	20	6	42	(52)	Not	Asked	
3. Changed the amt. of parent understanding of their student's progress?	9	9	(82)	5	19	(76)	15	35	(50)
4. Changed the level of student motivation?	8	27	(65)	10	23	(67)	15	(49)	36
5. Changed the level of student creativity?	13	(67)	20	11	(57)	32	15	(65)	20

Statement	Teacher			Parent			Student		
Has the Pass/Fail Grading System:	% Inc.	% No Change	% Dec.	% Inc.	% No Change	% Dec.	% Inc.	% No Change	% Dec.
6. Changed the level of student risk taking?	25	(63)	12	Not Asked			28	(54)	18
7. Changed the level of student pressure or anxiety?	4	16	(80)	7	42	(51)	17	37	㊻
8. Changed the quality of instructional program?	24	(64)	12	9	(59)	32	20	(63)	17
9. Changed the level of class competition?	4	38	(58)	3	33	(64)	11	(54)	35
10. Will it have any effect on student's achievement level in high school?	7	(79)	14	9	31	(61)	Not Asked		
11. Will it have any effect on student's ability to compete for achievement grades in high school?	Not Asked			5	30	(65)	Not Asked		
12. Changed the amount of teacher clerical work related to reporting school progress?	0	24	(76)	Not Asked			Not Asked		

3. Percent of Each Group Favoring the Continuance of the Pass/Fail Grading System at Churchill

Each group was asked to record their position on the continued use of the Pass/Fail Grading System at Churchill. Responses were as follows:

Group	(N=)	% Yes	% Yes With Modifications	% No
Teachers	25	32	32	36
Parents	242	19	17	64
Students	682	42	18	40

4. Ranking By Teachers and Parents of Purposes for Student Grading

Teachers and parents were asked to react to a number of stated purposes for student grading (not limited to one form of grading) and to rank according to their preference. The following rankings were compiled:

	Ranking 1=High, 6=Low			
	Teachers	Parents		
Purpose for Student Grading	Total	Total	Yes*	No*
1. To provide motivation for students	3	1	3	1
2. To inform parent of student progress	2	3	2	2
3. To inform students of their progress	1	2	1	3
4. To provide record of level of student performance	4	4	3	4
5. To provide competition among students	6	5	6	5
6. To provide a record of having attempted and/or completed a course	5	6	5	6

*Parents who favor (yes) and do not favor (no) continued use of pass/fail grading system

High School Interviews Regarding Churchill Pass/Fail Grading System

Several counselors, administrators, and teachers were interviewed at La Sierra and Mira Loma High Schools to attempt to determine whether or not achievement or competitive ability of former Churchill students was observably different from other high school students.

In both schools, no statements were voluntarily given that would indicate the Pass/Fail Grading System had any observable effects on the former Churchill students, When the high school personnel were directly asked to comment about the effects of the Pass/Fail System on the students, only one of the ten people interviewed could indicate a possible lessening of motivation, or less concern for grades. In the case of the other nine people interviewed, motivation and competitive ability of the former Churchill students was considered not observably different or perhaps somewhat better than for other students. One counselor commented that he felt student motivation of many students has somewhat reduced.

Comparison of High School Grades for Former Churchill Students

The Research and Evaluation Department studied the high school grades of two groups of former Churchill students. One group of students was the eighth graders of 1968-1969 who were graded on an A-B-C-D-F system. The other group was the eighth graders of 1970-1971 who were graded primarily on the Pass/Fail System (except for math, science, and Spanish).

The enrollment and number of F's received by each of the two groups was as follows:

	(A-B-C-D-F Group) 8th Grade 1968-69 Second Semester	(Pass/Fail Group) 8th Grade 1970-71 Second Semester
Enrollment	428	427
Total Number F's	76	155

The students under the Pass/Fail System received twice as many F's as did the other group of students. This may reflect a teacher re-evaluation of what would otherwise be considered a D grade when only Pass/Fail grades are used.

For the purposes of collecting high school grades, a random sample of both groups was selected. Over 100 students from each group were identified and their first semester high school grades were collected. Comparison of the findings are as follows:

	Eighth Grade		Ninth Grade	
A-B-C-D-F Sample	Number of Students	105	Number of Students	105
	Total Number of F's	13	Total Number of F's	19
			Total Number of D's	55
			Total Number of A's	68
			Grade Point Average	2.43
Pass/Fail Sample	Number of Students	105	Number of Students	101
	Total Number of F's	40	Total Number of F's	21
			Total Number of D's	37
			Total Number of A's	126
			Grade Point Average	2.50

The high school grades of the two groups did not differ significantly in either grade point average or number of F's. The former Pass/Fail graded group did receive significantly more A's than did the former A-B-C-D-F graded group. The Pass/Fail graded group also received fewer D's than the other group.

Discussion of the Findings

Responses to the survey indicate a great deal of interest in the subject of student grading at Churchill Intermediate School. Many survey forms had extensive comments added, while in several cases newspaper clippings or articles regarding grading were attached.

Several factors were considered while tallying the results. First, responses were groupe according to whether or not they favored continued use of the Pass/Fail Grading System. Also considered was the grade level of the student.

In the case of the teachers and students, there appear to be no major differences between those who favor continuing the system and those who don't. This may be due to the fairly equal division of the groups. However, in the case of the parents, approximately two-thirds had eighth grade students. This may reflect more concern on their part for the ability of their students to compete and achieve in high school. Also since almost two-thirds of the parents did not support the continued use of the Pass/Fail Grading System, responses to most questions tended to support the position they had taken on continuing the program.

All three groups generally agreed that the Pass/Fail Grading System had reduced student pressure or anxiety. However, parents and teachers also agreed that motivation had decreased. Students most often indicated "No Change" but many also saw motivation as having decreased.

Communication between teacher and student was generally seen as not changing because of the grading system. Teacher-parent communication was seen by parents as decreasing, but teachers saw it as not changing. However, all three groups agreed that parent understanding of their students' progress had decreased.

Student creativity and student willingness to take a risk when responding to new situations were not seen as having been affected by the grading system. Class competition was seen by the parents and teachers as having decreased, while the students generally saw no change. Quality of the instructional program was seen as not changing.

Parents strongly felt that their students' ability to compete for and achieve grades in high school had decreased. However, a comparison of high school grades of former Churchill students revealed no significant evidence to support this parent opinion. In addition, interviews with a small sample of high school personnel revealed no evidence to indicate any observable effect of the Churchill grading system or the students' ability to compete or achieve in high school.

Conclusions

In its present form, it appears that the Pass/Fail Grading System at Churchill School is not acceptable to the majority of parents. Students and teachers are more equally divided over the continued use of the system. Almost 20% of each group suggest modifications are needed if the system is continued.

In terms of the stated objectives for use of the Pass/Fail Grading System, it appears that only one objective is seen as being met. Responses to key questions indicate:

1. The grading system has reduced pressure or anxiety.
2. Parent-teacher contacts have not increased and parent understanding of student progress has decreased.
3. Alternative means of providing student motivation have not appeared and motivation has decreased.
4. Quality of the Instructional Program has not changed because of the Pass/Fail System.

Parents (who favored the continued use of the Pass/Fail Grading System) and teachers both listed the first purpose of the student grading to be: to inform students of their progress. Second rank was to inform parents of student progress. Third rank was to provide student motivation.

Parents who favored the discontinuance of the Pass/Fail Grading System ranked the three purposes exactly in reverse, seeing the first purpose as to provide student motivation.

Regardless of whether or not the groups ranked "informing students of their progress" or "providing motivation for students" as the number one purpose for grading, it appears that the Pass/Fail Grading System is not seen as meeting the purpose well. Communication appears to be the key issue. If parent understanding of student progress has decreased and student motivation is seen as decreasing, then the system is likely to receive the major criticism.

It appears necessary for the Churchill staff to review their procedures for reporting student progress. The plan for implementing the Pass/Fail Grading System at Churchill recognized the need to supplement the system with greater teacher-parent and teacher-student contacts. The supplement apparently did not happen.

In conclusion, it must be noted that all groups openly and actively responded to the survey. Comments were numerous and in many cases parents signed their names. With this atmosphere, it appears that review and perhaps modification of the Grading System should be undertaken by Churchill School.

PWO/et

9/72

WINSTON CHURCHILL INTERMEDIATE SCHOOL
GRADING SYSTEM

INTRODUCTION

Three years ago, we implemented a pass/fail grading system to record and report grades to students and parents. The grading system started with elective courses the first year (1969-70) and expanded until pass and fail was used for the entire curriculum.

We at Winston Churchill School implemented the pass/fail grading system as an alternative to the ABCDF grading system because we believed that the traditional grading system is inconsistent with what we feel to be the primary purpose of education. We believe that one of our major responsibilities as teachers is to develop each student's capacity and potential to the fullest extent regardless of his station in life. Therefore, a grading system which rewards and encourages students with high scholastic ability and condemns and discourages students with low scholastic ability is contrary to our basic philosophy of education.

OBJECTIVES OF PASS/FAIL PROGRAM

By using a pass/fail grading system there were four major objectives that we had hoped to achieve:

1. To alleviate unnecessary pressures.
2. To provide other means of motivation so that the emphasis of the educational program is on learning rather than grades.
3. To encourage a greater number of parent-teacher contacts either by parent conferences or telephone calls.
4. To improve the quality of the instructional program in the classroom.

THE SURVEY AND COMPARATIVE STUDY

To determine whether or not we did in fact achieve our objectives, a survey was prepared, with assistance of the teachers and parents, by the district Research staff and the seventh and eighth grade students. This survey was conducted in June, 1972.

In addition to the survey, our district Research and Evaluation Department conducted a study to compare the ninth grade performance of a class of Churchill graduates (1968-69 class) who were graded on the traditional ABCDF in the eighth grade, that is, prior to the implementation of the pass/fail grading system, with the ninth grade performance of a class of Churchill graduates (1970-71 class) who were graded on the pass/fail system.

SUMMARY OF THE RESULTS OF THE SURVEY

In its present form the pass/fail grading system is unacceptable to the majority or 64% of the parents who responded to the survey. However, 64% of the teachers and 60% of the students desired continued use of the pass/fail system in its present form or with some modification.

In terms of the stated objectives for use of the pass/fail grading system, the study indicated the following:

1. All three groups, parents, teachers and students, agreed that the pass/fail grading system had reduced student pressure and anxiety.
2. Students saw motivation under the pass/fail system as remaining the same, while parents and teachers felt it had decreased. The results of a comparative study, however, indicated that the students who graduated from Churchill on the pass/fail grading system scored twice as many A's in the ninth grade than a previous graduating class that was on an ABCDF grading system.
3. Parent-teacher contacts have not increased and parent understanding of student progress had decreased.

4. The quality of the instructional program was viewed by all groups as remaining the same.

In view of the results of the survey, the faculty at Winston Churchill School agreed: (1) to conduct during the 1972-73 school year an informal weekly discussion and visitation of small groups of parents until all parents in the school's community have been invited to the school; (2) to conduct a day of parent conferences; and (3) to modify the pass/fail grading system to an APU grading system which requires the teacher to make parent contact by telephone, correspondence, or personal conference whenever a "U" grade is issued.

RECOMMENDATION

The professional staff at Winston Churchill Intermediate School believes that we can better challenge all our students, the high achiever, the low achiever and the general student population to more fully extend themselves in both the academic and participating classes by the use of an APU grading system.

> The P grade represents passing performance equal to or above the minimal requirement of the course. The majority of the students in the school will perform in this category.
>
> The A grade represents performance of students whose work is recognized to be beyond that of the majority of the students.
>
> The U grade, which requires teachers to make a parent contact, represents unsatisfactory performance of students who did not meet the minimal requirements of the course.

At Winston Churchill School we hold strongly to the belief that a grading system that rewards only a small segment of our student population, that results in widespread cheating and dishonesty in order to circumvent the competitive demands, and that places the emphasis on getting good grades rather than the process of learning is not only detrimental to the welfare of the student but also is contrary to one of our major goals in education: "To develop the potential of all pupils to the fullest extent possible."

10-10-72
dk/js

APPENDIX F

SPECIAL MEETING OF THE BOARD OF EDUCATION

- Agenda -- Item E 1
- Minutes of the Board Approving Alternative Grading System for Winston Churchill Intermediate School

NOV 10 1972

SAN JUAN UNIFIED SCHOOL DISTRICT
3738 Walnut Avenue
Carmichael, California 95608
484-2589

AGENDA

November 13, 1972

Special Meeting
Board of Education
San Juan Unified School District
November 13, 1972 - 7:45 p.m.

A. Call to Order
B. Roll Call
C. Pledge of Allegiance

D. COMMUNICATIONS

1. From Mrs. Janet C. Vassar, parent, urging the restoration of letter grades. (Refer to agenda item E-1)

E. ITEMS OF COMMUNITY INTEREST

1. Pass/Fail Grading System - Churchill School
Previously discussed: 10/24/72. Material provided.

Action: Recommendation of the administration that, for the 1972-73 school year, the Winston Churchill intermediate school be allowed (1) to report and record student grades on an "APU" grading system which requires teachers to make parent contact whenever a "U" grade is issued, and (2) to conduct one day of parent-teacher conferences as a part of the reporting system.

NOTE: Superintendent's recommendation: that the Board either (1) approve the above recommendation supported by the school's principal and staff, or (2) direct the return to the ABCDF grading system which is in effect in other schools.

2. Crime Prevention Program
Previously discussed: 11/23/71. Material provided.

Report: on the crime prevention program involving intermediate school students which is being developed in cooperation with the State Attorney General's office.

F. Executive Session (9:15 p.m.)
An executive session has been scheduled to discuss a personnel matter.

G. Visitor Comments

7/Calvey

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NOV 21 1972

File Pass/fail

SAN JUAN UNIFIED SCHOOL DISTRICT
3738 Walnut Avenue
Carmichael, California 95608
484-2539

MINUTES

November 13, 1972

Special Meeting
Board of Education
San Juan Unified School District
November 13, 1972 - 7:51 p.m.

Call to Order & Pledge of Allegiance

The meeting was called to order by the president, William G. MacMaster, who led the group in the pledge of allegiance to the Flag of the United States of America.

Roll Call

Members present:
William G. MacMaster, president
Robert G. Walters, vice president (arr. 7:53 p.m.)
Harold W. Wrenn, clerk
Mary M. Irwin, member
Darol B. Rasmussen, member

Pass/Fail Gradin System, Churchill School (E-1)

The special meeting was scheduled to provide parents with an opportunity for further discussion of the pass/fail grading system which had been in operation at Winston Churchill intermediate school on a pilot basis for three years. As a result of parental concerns, the administration and staff proposed a modified APU criteria (A grade, Pass, Unsatisfactory), parent-teacher contact whenever a U grade is issued and one-day parent-teacher conferences.

Visitor Commen

The following persons spoke in favor of the APU system: Bill Haney, Lonnie Smith, Mary Armstrong, Vern Steyer, Gordon Hayes, and Cleta Swanson. They commented that the proposal would encourage motivation through learning rather than grades, remove unnecessary pressure, provide a less subjective grading method, and promote a school-without-failure concept and more parent-teacher contact.

The following persons spoke in support of a return to the traditional ABCDF grading system: Paul Jurach, Ann Astle, Jim Evans, Barrie Blackburn, and Ron Astle. They pointed to the need to communicate with parents, to set and maintain standards of achievement, and to provide necessary incentive to students and information to parents; and suggested that the proposal would be more appropriate for the elementary grades.

Student council representative, Richard Taranto, spoke of letter grades as artificial motivators or rewards; and supported the APU proposal, recommending that students be evaluated briefly in all classes.

(continued)

Pass/Fail Gradi
System, Churchi
School -Approve
for 1972-73 &
Explore Other
Alternatives
(E-1) (contd)

Principal Ferd Galvez, indicating the support of 34 of 37 staff members, urged continuance of the modified grading pilot and cited studies which indicated no correlation between grades received and knowledge acquired or occupational success.

Communicatio

The following communications were reported:

> Separate letters from Mrs. Janet C. Vassas and Daryl A. McClusky, urging reinstatement of the traditional ABCDF grading system.

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Mrs. Walters expressed concerns, shared by Mr. Wrenn, about continuing a grading system that was not favored by a majority of parents; that only a few students would be rewarded with an A grade; and indications that a C grade was considered unsatisfactory. Mrs. Irwin and Dr. Rasmussen urged adequate communication with parents; and the latter commented that the proposal was receptive to the broad spectrum of education and vast differences of children. Mr. MacMaster noted the staff's dedication to the pilot, but questioned the removal of the reward concept.

It was moved by Dr. Rasmussen, seconded by Mrs. Irwin, that the search for alternatives to the letter grading system be continued; that the APU grading system be continued at Winston Churchill intermediate school for the 1972-73 school year, with the understanding that there would be parent contacts by conferences and other means that the staff might originate.

Motion carried. Ayes: Rasmussen, Irwin, MacMaster
Nays: Walters, Wrenn

Recess

The meeting was recessed between 10:23 p.m. and 10:28 p.m.

Crime Preventi
Program Discus
(E-2)

Jack Green, principal of Arden intermediate school, and Sidney Chew, program supervisor in the crime prevention division of the state attorney general's office, described the proposed pilot program involving Arden students working with fourth and fifth graders at Del Dayo and Mariemont schools and designed to bring about a better understanding of law enforcement activities and encourage crime prevention in the areas of bicycle theft, vandalism and drug abuse.

Mrs. Irwin urged that parents of those students selected for the project be informed initially by the school of their involvement; and questioned whether the students would have adequate training and adult supervision for the proposed sessions with the younger children. Board members requested additional information on the program before being asked to endorse the program.

Recess -
Executive Sessio
Adjournment

The meeting was recessed at 11:15 p.m. with the Board going into executive session to discuss a personnel matter. The special meeting was reconvened and, there being no further business, was adjourned at 11:35 p.m.

APPENDIX G

PARENT/TEACHER CONFERENCES

- Letter to Parents
- Location of Teachers

WINSTON CHURCHILL INTERMEDIATE SCHOOL
4900 Whitney Avenue, Carmichael

December 4, 1974

Dear Parents:

On Thursday, December 5, 1974, the staff at Winston Churchill Intermediate School has set aside the period from 1:00 p.m. to 4:30 p.m. and from 6:00 p.m. to 9:30 p.m. to conduct individual parent conferences. The purpose of the conference is to provide you information concerning your child's progress and performance.

To facilitate the one-day conferences minimum days will be conducted on December 5 and 6. Appointments will not be arranged for Thursday's conferences. However, should there be a long delay in meeting with any teacher, parents may choose to complete a "Contact Form" available in the office. The Contact Form is essentially a request for the teacher to contact you.

You are requested to register in the entry way by the office. For your convenience, maps showing teacher locations will be available at the registration desk and posted in the hallways and corridors. Guides will be available in corridors to assist you and coffee served throughout the day.

We at Churchill look forward to meeting with our parents on Thursday, December 5. Below is a list of your child's teachers and classes. Use it as a reference.

Sincerely,

Ferd V. Galvez
Principal

Subject	Teacher

Reading______________________ Mod________ Level____________

WINSTON CHURCHILL INTERMEDIATE SCHOOL

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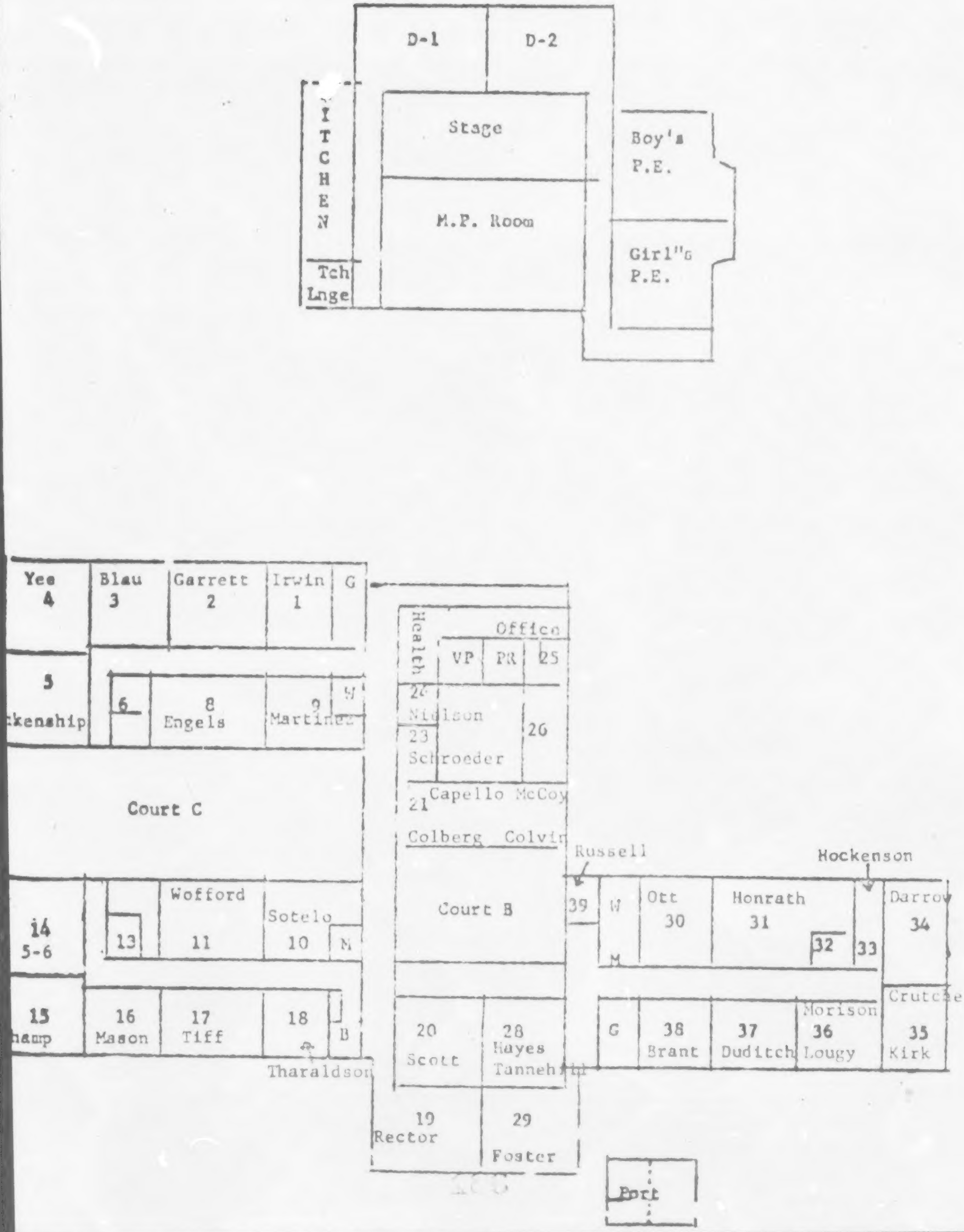
NORTH


D-1
D-2
KITCHEN
Stage
M.P. Room
Boy's P.E.
Girl's P.E.
Tch Lnge
Yee 4
Blau 3
Garrett 2
Irwin 1
G
5 kenship
6
8 Engels
9 Martinez
W
Health
Office
VP
PR
25
24 Nielson
23 Schroeder
26
21 Capello McCoy
Colberg Colvin
Court C
Court B
Russell
Hockenson
39
W
Ott 30
Honrath 31
32
33
Darrow 34
M
14 5-6
13
Wofford 11
Sotelo 10
M
15 hamp
16 Mason
17 Tiff
18
B
Tharaldson
20 Scott
28 Hayes Tannehill
G
38 Brant
37 Duditch
Morison 36 Lougy
Crutcher 35 Kirk
19 Rector
29 Foster
Port

APPENDIX H

PUBLIC INFORMATION SERVICE

- Newswire
- Administrative News

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Churchill Reports on Pass/Fail System

Ed. Note: At the October 24 meeting of the Board of Education, Winston Churchill Intermediate School Principal Ferd Galvez and members of his staff reported on the pass/fail system of grading used at that school since 1969-70. The report is presented herein. The school's grading system will come before the Board again on November 14, at which time the Board will be asked by the school's staff to permit continuation of the grading system, modified as described in the below report.

* * * * * * *

NEWS WIRE
san juan
unified school district

October 31, 1972

Three years ago, we implemented a pass/fail grading system to record and report grades to students and parents. The grading system started with elective courses the first year (1969-70) and expanded until pass and fail was used for the entire curriculum.

We at Winston Churchill School implemented the pass/fail grading system as an alternative to the ABCDF grading system because we believed that the traditional grading system is inconsistent with what we feel to be the primary purpose of education. We believe that one of our major responsibilities as teachers is to develop each student's capacity and potential to the fullest extent regardless of his station in life. Therefore, a grading system which rewards and encourages students with high scholastic ability and condemns and discourages students with low scholastic ability is contrary to our basic philosophy of education.

By using a pass/fail grading system there were four major objectives that we had hoped to achieve:

- To alleviate unnecessary pressures.
- To provide other means of motivation so that the emphasis of the educational program is on learning rather than grades.
- To encourage a greater number of parent-teacher contacts either by parent conferences or telephone calls.
- To improve the quality of the instructional program in the classroom.

To determine whether or not we did in fact achieve our objectives, a survey was prepared, with assistance of the teachers and parents, by the district research and evaluation department to survey the entire Churchill community, the teaching staff and the seventh and eighth grade students. This survey was conducted in June, 1972.

In addition to the survey, our district research and evaluation department conducted a study to compare the ninth grade performance of a class of Churchill graduates (1968-69 class) who were graded on the traditional ABCDF in the eighth grade, that is, prior to the implementation of the pass/fail grading system, with the ninth grade performance of a class of Churchill graduates (1970-71 class) who were graded on the pass/fail system.

(CHURCHILL REPORTS ON PASS/FAIL SYSTEM continued on Page 3)

(CHURCHILL REPORTS ON PASS/FAIL SYSTEM continued from Page 1)

In its present form the pass/fail grading system is unacceptable to the majority or 64% of the parents who responded to the survey. However, 64% of the teachers and 60% of the students desired continued use of the pass/fail system in its present form or with some modification.

In terms of the stated objectives for use of the pass/fail grading system, the study indicated the following:

- * All three groups, parents, teachers and students, agreed that the pass/fail grading system had reduced student pressure and anxiety.
- * Students saw motivation under the pass/fail system as remaining the same, while parents and teachers felt it had decreased. The results of a comparative study, however, indicated that the students who graduated from Churchill on the pass/fail grading system scored twice as many A's in the ninth grade than a previous graduating class that was on an ABCDF grading system.
- * Parent-teacher contacts have not increased and parent understanding of student progress has decreased.
- * The quality of the instructional program was viewed by all groups as remaining the same.

In view of the results of the survey, the faculty at Winston Churchill School agreed: (1) to conduct during the 1972-73 school year an informal weekly discussion and visitation of small groups of parents until all parents in the school's community have been invited to the school; (2) to conduct a day of parent conferences; and (3) to modify the pass/fail grading system to an APU grading system which requires the teacher to make parent contact by telephone, correspondence, or personal conference whenever a "U" grade is issued.

The professional staff at Winston Churchill Intermediate School believes that we can better challenge all our students, the high achiever, the low achiever and the general student population to more fully extend themselves in both the academic and participating classes by the use of an APU grading system.

The P grade represents passing performance equal to or above the minimal requirement of the course. The majority of the students in the school will perform in this category.

The A grade represents performance of students whose work is recognized to be beyond that of the majority of the students.

The U grade, which requires teachers to make a parent contact, represents unsatisfactory performance of students who did not meet the minimal requirements of the course.

At Winston Churchill School we hold strongly to the belief that a grading system that rewards only a small segment of our student population, that results in widespread cheating and dishonesty in order to circumvent the competitive demands, and that places the emphasis on getting good grades rather than the process of learning is not only detrimental to the welfare of the student but also is contrary to one of our major goals in education: "To develop the potential of all pupils to the fullest extent possible."

administrative highlights

Published by and for administrators of the San Juan Unified School District

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FEB 21 1975

February 21, 1975

Upcoming Board Items

Some key items coming before the Board of Education Tuesday night (February 25):

REPORT ON GRADING PRACTICES by a committee which has been studying the practices in the district for over a year. It found deviations in practice from what the district policy establishes. The committee will recommend to the Board:

* Schools deviating from present district policy be permitted to retain present reporting/recording systems if surveys of teachers, parents and students indicate approval;

* Setting up a district filing system containing all the reporting/recording systems in use in the district, and make the files available to schools wishing to make a change;

* Adoption of a procedure to be followed by all schools initiating and implementing changes in reporting/recording systems;

* Requiring school administrations and/or teachers to inform parents and students about the district's grading policy, including procedures for initiating change, within the first month of each school year.

The committee is also recommending a revised policy and procedure which would cover the above points.

RECOMMENDATIONS REGARDING REVISIONS IN GRADUATION REQUIREMENTS. This is another one that's been in the works for well over a year. It's the work of a committee honchoed by Bart Lagomarsino and Cornelia Whitaker. Among the committee's recommendations:

* The addition to high school graduation requirements of a set of minimum competency levels; five units in fine and performing arts; five units in economic and consumer functions; requirements in human physiological processes and systems, career exploration and orientation, and family life; and an alternative method of satisfying the five unit upper division social studies elective. Total units required for high school graduation would remain at 200.

AFFIRMATIVE ACTION PROCEDURES. The policy was approved earlier in the school year. These are the procedures on which implementation of the policy will be based. They're comprehensive procedures.

Also on the agenda of the February 25 Board meeting is a report on the evaluation of all Title I programs.

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Enrollment Projection Process

Frank Navarrette has come up with what seems to be a viable method for developing enrollment forecasts. It's being checked out now, and will be modified if necessary.

-- more --

APPENDIX I

COMMUNITY IN ACTION PROGRAM

- Letter to Parents
- Memo to Staff

WINSTON CHURCHILL INTERMEDIATE SCHOOL
in the San Juan Unified School District
4900 WHITNEY AVENUE • CARMICHAEL, CALIFORNIA 95608 • Telephone 484-2113

FERD GALVEZ, Principal
GUS POULOS, Vice Principal

BEST COPY AVAILABLE

Dear ______________________________

Although this is a form letter, for the purpose of economy, please consider it a personal invitation to take part in a venture at Winston Churchill Intermediate School that should prove most informative and helpful to you and the school.

You are invited to be a part of a small group of selected parents who will spend a morning at school on ______________________________ for an informal discussion period and to visit classes so you may see our school in action. The vice principal and I will be present to meet with you on an informal basis to answer questions that you advance and to discuss topics of mutual interest. We will not plan a program to present, but will endeavor to discuss frankly with you, the topics which have been discussed by previous groups which might include the Modular Schedule, the Hard of Hearing and Deaf Program, the Opportunity Class Program, the Adaptive Physical Education Program, the Gifted Program, the Athletic Program, closed campus, grouping, and the various subjects in the curriculum as well as other areas that might be of interest or concern to you.

A portion of the morning will be devoted to your visit to classrooms where you can observe typical lessons in progress. Parents may visit classes of their choice. Student guides will escort you about the campus. At the conclusion of the morning, if your time permits, you are welcome to stay and have lunch.

We will meet at 9:30 A.M. in the faculty dining room, located in the multipurpose room. Since some arrangements must be made for your visit, we ask that you confirm whether or not you will be in attendance. Please call ______________________________, who represents the Parent Club assisting with the program under the able leadership of Mrs. William Robinson. If you are unable to contact the above person, feel free to call the school at 484-2113. Please bring a neighbor or a friend whether or not they are Winston Churchill parents. We welcome the opportunity to meet interested adults.

We hope, most sincerely, that you will be able to be with us.

Sincerely yours,

Ferd Galvez, Principal
Nancy McKenzie, President, Student Body
Eileen Palumbo, President, Parent Club
Jose Sotelo, Teacher/ Community School Director

dk

WINSTON CHURCHILL INTERMEDIATE SCHOOL

TO: Staff Members

FROM: Ferd Galvez

SUBJECT: Churchill Community in Action Program

DATE: September 27, 1974

Listed below is a schedule of homeroom classes and dates for the Churchill Community in Action Program. As you recall, the purpose of the Community in Action Program is to provide parents an opportunity to develop a better understanding of the operation of their school. Attached is the correspondence mailed to each student's parents in your homeroom. The program is scheduled for Wednesdays at 9:30 AM in the faculty dining room and generally takes from an hour to an hour and fifteen minutes.

May I cordially invite each homeroom teacher, on the day of your homeroom visit, to come to the faculty dining room and greet the parents of the students in your respective homeroom, and spend five to ten minutes or more. Arrange coverage with your colleagues and/or with Mr. Poulos.

Mr. Mason/Mr. Honrath	Oct. 16
Mr. Engels	Oct. 23
Mr. Wofford	Oct. 30
Mrs. Colvin/Mr. Capello	Nov. 6
Mrs. Brant/Mr. McCoy	Nov. 13
Mrs. Irwin/Mrs. Ott	Nov. 20
Mr. Duditch	Nov. 27
Mr. Gross	Dec. 4
Mr. Yee	Dec. 11
Miss Scott/Mr. Schroeder	Jan. 8
Mr. Rector/Mr. Nielson	Jan. 15
Mr. Darrow	Jan. 22
Mr. Crutcher/Mr. Morison	Jan. 29
Mr. Kirk/Mr. Lougy	Feb. 5
Mr. Beauchamp	Feb. 26
Mr. Martinez	Mar. 5
Mrs. Hayes/Mrs. Tannehill	Mar. 12

APPENDIX J

RESOLUTION TO S. J. T. A.

WINSTON CHURCHILL INTERMEDIATE SCHOOL

RESOLUTION TO S. J. T. A.

May 25, 1971

WHEREAS, the traditional grading system rewards and encourages students with high scholastic ability and condemns and discourages students with low scholastic ability; and

WHEREAS, the traditional grading system is inconsistent and a contradiction to a very basic philosophy which supports the belief that public education should meet the potential needs of all students; and

WHEREAS, the pressure for high grades result in cheating and dishonesty to circumvent the competitive demands; and

WHEREAS, students have a tendency to believe that the aim of education is to get good grades and, therefore, the important goal that education provides;

NOW THEREFORE BE IT RESOLVED that the San Juan Teachers Association direct the Certificated Employees Council to negotiate with the Board of Education for a "Complete-Incomplete Grading System".

BE IT FURTHER RESOLVED that negotiations include establishing a task force to include three teachers, three administrators, three parents, three students and two central office personnel whose responsibility would be to research, develop, and recommend an alternative grading system to the Board of Education.

Roxie Spencer

Roxie Spencer
Building President

APPENDIX K

BOARD ACTION - POLICY CHANGE

FOR BOARD CONSIDERATION

Agenda Item # E-2

Board Meeting Date: 3/18/75

Subject: Recommendations for Modification and Changes in Grading Policy and Procedures

CHECK ONE:

☐ For Discussion
☒ For Action

Presented by: Cornelia S. Whitaker
Div/Dept: Secondary Schools

Here specifically is what the Board is asked to approve:

1) The recommendations for pupil reporting/recording policy modifications.
2) Procedures for initiating changes in grading systems.
3) Setting up and maintaining a district grading systems resource file.

Total Cost: $ 1,000

This will be funded by:

District General Fund:	$ 1,000
Categorical Aid Funds:	$
Non-district Money:	$

Specify Source:

Estimated cost of administrative time spent developing this project or report: $3,000

Estimated cost of administrative time not itemized in this project's budget which will be required to administer the program: $
Part of ongoing costs already budgeted.

It is requested because:

There is a demonstrated need to provide flexibility in the district's grading policy to allow for change which will meet the unique needs of individual school/communities. Recommendation also provides for more teacher, parent, and student involvement, setting up grading system.

The following action has been taken by district personnel to date:

Major committee study; action through cabinet, elementary councils, intermediate council, high school council, and parent groups.

The following action is contemplated by district personnel:

Implementation of policy modification, the new procedures, and setting up grading systems resource file.

Prepared by: Cornelia S. Whitaker, Chairman
Div/Dept: Grading Practices Committee
Secondary Schools
San Juan Unified School District

Ferd. J. Kiesel
Superintendent of Schools

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